



Teacher Education in Social Studies: Needs Analysis for In-Service Education

Sosyal Bilgilerde Öğretmen Eğitimi: Hizmet İçi Eğitimde İhtiyaç Analizi

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TEACHER EDUCATION IN SOCIAL STUDIES: NEEDS ANALYSIS FOR IN-SERVICE EDUCATION

ABSTRACT

This research aims to determine the level of proficiency in the education received based on field knowledge of social studies, professional knowledge, and curriculum objectives of social studies teachers on duty and to determine the level of need for a new education for these areas in Türkiye. This research is quantitative research with a descriptive relational survey model. In this context, a data collection tool that compares the pre-service and in-service training of social sciences teachers according to various variables and aims to analyse needs was created and applied to social studies teachers working in Hatay city of Türkiye. According to the findings, social studies teachers stated that they need a new education in terms of "social studies knowledge" and "professional knowledge of teaching" in a "moderate level". On the other hand, social studies teachers stated that they need a new education on subjects such as Media literacy, Economy and Entrepreneurship, Science and Technology, and Society. It has been concluded that social studies teachers need the most for professional knowledge for teaching are "Effective Use of Information-Communication Technologies, Project Development Techniques in Social Sciences, Making Applications Considering Students Who Need Special Education". It is recommended that researchers, the Ministry of Education in Türkiye, and education administrators take precautions for the personal development of social studies teachers in the above-mentioned areas where "a new education is needed" found in this study.

Keywords: Social Studies Education, Need Analysis, In-Service Education, Teacher Education.



SOSYAL BİLGİLERDE ÖĞRETMEN EĞİTİMİ: HİZMET İÇİ EĞİTİMDE İHTİYAÇ ANALİZİ

ÖZ

Bu araştırma, görev başındaki Sosyal Bilgiler öğretmenlerinin alan bilgisi, meslek bilgisi ve öğretim programı amaçlarını gerçekleştirebilme bazında hizmet öncesi aldıkları eğitimin yeterlilik düzeyini belirlemeyi ve bu alanlara yönelik yeni bir eğitime ihtiyaç duyma düzeylerini tespit etmeyi amaçlamaktadır. Araştırma, betimsel nitelikte ilişkisel tarama modelinde nicel bir araştırmadır. Sosyal Bilgiler öğretmenlerinin hizmet sürecinde aldıkları eğitimleri çeşitli değişkenlere göre

karşılaştırmaya imkân sağlayan veri toplama aracı, Hatay ilinde görev yapan Sosyal Bilgiler öğretmenlerine uygulanmıştır. Sosyal Bilgiler öğretmenleri hizmet sırasında Sosyal Bilgiler alan bilgisi ile öğretmenlik meslek bilgisi konuları boyutuna ilişkin yeni bir eğitime “orta düzeyde” ihtiyaç duyduklarını belirtirken Sosyal Bilgiler dersi programının amaçlarına yönelik yeni bir eğitime ihtiyaç duyma düzeyleri “düşük” olarak ifade etmişlerdir. Öğretmenlerin Sosyal Bilgiler öğretiminde eğitime en çok ihtiyaç duydukları konular, “Medya okuryazarlığı, Ekonomi ve Girişimcilik, Bilim ve Teknoloji ile Toplum’dur. Sosyal Bilgiler öğretmenlerinin meslek bilgisine ilişkin eğitime en çok ihtiyaç duydukları konular ise “Bilgi-İletişim Teknolojilerinin Etkin Kullanımı, Sosyal Bilgilerde Proje Geliştirme Teknikleri, Özel Eğitime Gereksinim Duyan Öğrencileri Dikkate Alan Uygulama Yapabilme” dir. Bu çalışmada elde edilen “yeni bir eğitime ihtiyaç duyulan” yukarıdaki alanlarda öğretmenlerin mesleki gelişimi için araştırmacıların, MEB merkez teşkilatının ve eğitim yöneticilerinin önlem alması önerilmektedir.

Anahtar Sözcükler: Sosyal Bilgiler Eğitimi, İhtiyaç Analizi, Hizmetiçi Eğitim, Öğretmen Eğitimi.



INTRODUCTION

Teacher education, both before and during service in the education system, is an important factor for the development of education systems and for having a sustainable education system by reflecting other developments in the education system. More importantly, teacher education is one of the factors that directly affect the level of readiness of those who receive pre-service teacher education after they start their profession. In our country, teacher education is one of the main factors affecting the quality of the education system and has been discussed for years. As a matter of fact, the same issue is discussed in different dimensions such as social studies teacher training programs and in-service training of teachers (Önen, Mertoğlu, Saka, & Gürdal, 2009; Akarsu, Yilmazer, Geçit, 2020; Köstereli-oğlu, Özen, 2014; Kuş, Çelikkaya, 2010; Kaya, Ünalı, & Artvinli, 2013; Özdemir, 2021; Eren, Özen, Karabacak, 2015; Babacan, Özey, 2019; Yılmaz, Aydın Şengül, & Bada, 2020).

In addition, it is also suggested that the orientations of teachers working as social studies teachers at different levels of primary education institutions should be determined (Akpınar, Ayvacı, 2003, pp. 137-143). Again, based on the studies indicating that teacher education programs are insufficient to provide some gains (Günel, 2016, p. 444), it is also aimed to determine the necessary needs analysis to increase the opportunities in terms of field knowledge and professional knowledge that can meet the needs of teachers in line with the current deficiencies. As a

matter of fact, according to a study conducted on this subject, the things that social studies teachers should do in order to become an innovative social studies teachers are listed as “receiving in-service training”, “following innovations”, “using the smart board effectively”, “benefiting from the field trip-observation method” and “knowing the student profile well” (Tomal, Demirkaya, & Demirhan, 2019, p. 920).

Social studies course has an important place in realizing the process of individuals’ existence in society. Because social studies course is a course with multifaceted goals such as making rational decisions as a democratic and active citizen, exhibiting responsible behaviors, being sensitive to the developments in the country and the world, and contributing to social developments. It is clear that the fulfillment of these goals of the social studies course depends significantly on social studies teachers (Erdem, 2020, p. 488). Therefore, determining the training needs of teachers, who play an important role in increasing the functionality of this course, is of great importance. Because the teacher education process is the basis for achieving the competencies determined for social studies teachers. As a matter of fact, the Ministry of National Education (MoNE), the Presidency of the Board of Education and Discipline (TTKB) states that there are some basic stages that need to be completed in order for the implementation processes of the curricula updated since the 2005-2006 academic year to be successful. These stages (MoNE, TTKB, 2005):

- Renewing and implementing the curricula,
- Retrain teachers to implement these curricula,
- Creating learning environments where teachers can implement the curriculum properly and providing materials”. (Artvinli, 2010, p. 8).

Within these stages, there have been many studies emphasizing teacher education and questioning the quantity and quality of in-service pieces of training/training on this subject (Cesur Özkara, Yavuz Konokman, & Yanpar Yelken, 2018; Maden, Önal, 2021; Çetin, 2019; Parmaksız, Kısakürek, 2013; Göçer, Özer, & Ürünbrahimoğlu, 2020; Elçiçek, Yaşar, 2022).

Considering the main stages of the Social Studies course since 2004, a curriculum centered on the constructivist approach has been created and this process has been continued for many years. However, according to a study conducted by Erdoğan, Kayır, Kaplan, Aşık Ünal, and Akbunar (2005), the issue of teachers’ knowledge about the curriculum and the effectiveness of the trainings given to implement the curriculum has not been sufficiently brought to the agenda.

When the social studies course and teacher education are examined in this process, it is seen that the competencies that social studies teachers should have

been determined in 2007. In 2018, the social studies curriculum and social studies teaching undergraduate programs were updated again. For example, the number of elective courses in the areas of professional knowledge and general culture knowledge in the social studies teaching undergraduate program was increased, and the weekly course hours of some courses were reduced. Since these two updates affect the content of pre-service and in-service pieces of training/training, they should be expected to be parallel.

Especially to respond to the needs of the changing and developing world, the goals of the education system change over time, and the qualifications that teachers should have may also be differentiated and redefined. In particular, “the fact that global developments and important social events in the world are among the main objectives of social studies education and that raising both good citizens at the national level and citizens of the world have become an important dimension of social studies education with the effect of globalization” makes the lifelong development of social studies teacher education processes and ensuring continuity in these processes important (Mentiş Taş, 2004, p. 31). For example, based on this idea, the social studies curriculum and the undergraduate program of social studies teaching in secondary schools were updated in 2018. Based on this changing process, MoNE and YÖK determined the specific and general competencies that 21st-century teachers should have, covering the pre-service and in-service training processes of teachers who are the implementers of the course. This new understanding has obliged social studies teachers to continuously develop. Therefore, determining the training needs of social studies teachers is an important step in reaching the desired competencies.

However, when the literature is examined, it is noteworthy that the studies conducted in the field of social studies teacher training address teacher training processes separately, far from holistically. In addition, the Ministry of National Education, Education Research and Development Department (MONE-EARGED, 2006), in a study evaluating in-service training activities in general, concluded that teacher needs are not sufficiently identified and that there are not many studies on the training that teachers need.

In-Service Training Activities for Social Studies Teachers

Teacher education is a process that starts with university education and covers educational activities during the period when the profession is practiced. In-service training, which takes place during the period in which the profession is practiced, is “the training provided to individuals who are employed and working in private and legal persons’ workplaces in return for a certain salary or wage in order to ensure that they acquire the necessary knowledge, skills, and attitudes related

to their duties” (Taymaz, 1981; cited in Aytaç, 2000). Therefore, the in-service training processes of teachers, it is aimed to equip teachers with the new skills they need in a way that will fill the gaps in the light of scientific and socio-economic realities (Budak, 1998, pp. 35-38). Keeping up with the changes and developments is important and necessary for social studies teaching in all fields. As a matter of fact, before 1998, the social studies course was given as National Geography, National History, and Civics, but since the 1998-1999 academic year, it has been given under the name of Social Studies. Since then, social studies teaching undergraduate programs have been opened and social studies teachers have started to be trained. As a result, the four-year Social Studies Teacher Education program produced its first graduate in 2002. In addition to the idea of training enough teachers in the beginning, the idea of training teachers in the service process was also initiated with the first graduates (Altunya, 2006, pp. 386-389; Yaylak, 2019, p. 803). As a matter of fact, many in-service trainings have been organized by MoNE since 2002. In addition, many in-service training activities have also been organized by the Provincial Directorates of National Education or District Directorates of National Education. Among these, the statistically more easily accessible and the Ministry of National Education’s social studies in-service pieces of training/training between 2002 and 2020 have been organized by Provincial Directorates of National Education or District Directorates of National Education the in-service training activities carried out for teachers are given in Table 1.

Table 1. *In-service training activities for social studies teachers between 2002-2020*

Year	Number of Activities	Day	Number of Participants
2002	4	20	342
2003	2	10	120
2004	2	10	130
2005	9	43	351*
2006	6	27	374
2007	3	13	300
2008	15	78	972
2009	8	62	674
2010	7	45	377**
2011	3	13	250
2012	3	15	290
2013	1	5	100
2014	6	30	600
2015	3	13	243
2016	5	24	501

2017	7	44	15420***
2018	2	10	130
2019	3	15	600
2020	3	15	450
Total	92	492	7224

* The number of participants in 5 out of 9 activities organized this year has been reached.

** The number of participants of 4 out of 7 activities carried out this year has been reached.

***15.00 people were trained remotely and 420 people were trained face-to-face.

In Table 1, MoNE (2020a) presents IST activities for social studies teachers between 2002 and 2020. As of today, it is seen that the total number of social studies teachers in our country is close to 40 thousand and the number of social studies teachers receiving central in-service training in the Ministry of National Education is less than a quarter. In fact, in 2016, only 21.5% of social studies teachers stated that they received in-service training on such an important issue as inclusive education (Yaylacı, Aksoy, 2016, p. 24). However, it should not be ignored that social studies teachers also participate in local and regional in-service training activities. However, despite all these, it cannot be said that in-service training activities are included at a level that will achieve the goal. For this reason, first of all, comprehensive research should be conducted on what in-service training topics social studies teachers need on the job and the current situation should be revealed in terms of future goals.

Area and Profession Knowledge Education in Social Sciences

MoNE initiated the Support to Basic Education Program (SBEP) and conducted a study on the knowledge and skills that teachers should possess. By 2004, “competencies” for teachers were determined. As a result of this situation; in the field of basic competence,

- a) Personal and professional values professional development,
- b) Getting to know the student,
- c) Learning and teaching process,
- d) Monitoring and evaluating learning and development,
- e) School, family, and community relations,
- f) Program and content knowledge”

“General Competencies for the Teaching Profession” consisting of 31 sub-competency areas and 233 performance indicators were determined (MoNE, General Directorate of Teacher Training and Development, 2017, pp. 6-7; Tuğluk & Kürtmen, 2018, pp. 816-818).

However, by 2017, new developments in the field of education necessitated the revision of the “General Qualifications for the Teaching Profession”. The revised general competencies for the teaching profession are given in Table 2 (MoNE General Directorate of Teacher Training and Development, 2017, p. 8).

Table 2. *General competencies for teaching profession*

A. PROFESSIONAL KNOWLEDGE	B. PROFESSIONAL SKILLS	C. ATTITUDES AND VALUES
A1. Area Knowledge	B1. Education and Training Planning	C1. National, Spiritual and Universal Values
Has theoretical and methodological knowledge at an advanced level and in a factual way to cover the questioning perspective in the field.	Plans education and training processes effectively.	Observes national, spiritual and universal values.
A2. Area Education Knowledge	B2. Learning Creation Environments	C2. Approach to the Student
Has a good command of the curriculum and pedagogical content knowledge of the area.	Prepares healthy and safe learning environments and appropriate teaching materials in which effective learning can take place for all students.	Demonstrates an attitude that supports the development of students.
A3. Legislation Knowledge	B3. Managing the Teaching and Learning Process	C3. Communication and Cooperation
Acts in accordance with the legislation regarding their duties, rights and responsibilities as an individual and a teacher.	Carries out the teaching and learning process effectively.	Establishes effective communication and cooperation with students, colleagues, families and other stakeholders of education.
	B4. Measurement and Evaluation	C4. Personal and Professional Development
	Uses measurement and evaluation methods, techniques and tools in accordance with their purpose.	Participates in studies for personal and professional development by making self-evaluation.

As can be seen in Table 2, the General Qualifications for the Teaching Profession have been updated to consist of 3 competency areas consisting of “Professional Knowledge, Professional Skills, Attitudes and Values”, 11 sub-competency areas and 65 specifications for these competencies (MoNE, 2017, p. 8; Tuğluk & Kürtmen, 2018, pp. 816-818). In addition to these general competencies that all teachers should have, specific knowledge and skills that teachers of social studies courses, which are formed with an interdisciplinary approach and include information for individuals to make sense of and recognize the world, should have been also determined. In this context, the objectives of the social studies curriculum determined as of 2018 include a total of 18 items (MoNE, 2018, p. 7).

When it is examined to be able to realize the aims of the social studies curriculum created in the international dimension, it aims to raise individuals who are aware of national, cultural and universal values, sensitive to their environment, and aware of their responsibilities and personal rights. In addition, the curriculum aims to raise individuals who can realize its objectives, recognize their country, geographical, economic, and cultural values around them, and have the skills to question, criticize and problem-solve the information they have obtained (Öztürk & Kafadar, 2020, p. 122).

The objectives of the social studies course make the competencies expected from teachers multifaceted. Teachers who will fulfill these objectives should be above a certain level in terms of field knowledge, professional knowledge, and the objectives of the curriculum. In this respect, teachers should have professional qualifications to achieve success in their field. Again, for the teaching profession to be fully practiced, teachers must be “experts in the subject area” (Erden, 1998, p. 27; Erden, 1999, p. 43). Training teachers who can respond to these demands is important for the realization of the objectives of the social studies course. Therefore, social studies teacher training has an important place in raising the individual needed by the age.

Therefore, this study aims to determine the opinions of social studies teachers about their level of competence in terms of content knowledge, professional knowledge of teaching and the ability to realize the objectives of the curriculum and to determine the level of their current in-service training needs in these areas. For this purpose, the problem statement of the research is “what are the opinions of social studies teachers about their level of need for in-service training?”.

Answers to the main problem statement above were sought with the following sub-problems:

1. According to social studies teachers, what is their level of need for in-service training on content knowledge?

2. According to social studies teachers, what is their level of need for in-service training on teaching professional knowledge?
3. According to social studies teachers, what is their level of need for in-service training on realizing the objectives of the social studies curriculum?
4. Do social studies teachers' views on the need for a new training in the context of in-service training differ according to demographic and professional variables in the dimensions of content knowledge, teaching professional knowledge and realizing the objectives of the social studies curriculum?

METHOD

Research Model

This study is quantitative research conducted in a descriptive correlational survey model. Survey studies, which are widely used in social sciences and allow working on large groups, are studies in which the researcher does not manipulate independent variables or factors (Büyüköztürk, 2014, p. 2) and aim to describe a past or current situation as it exists (Karasar, 2012, p. 79).

A survey is a research model that “aims to identify a situation that has existed in the past or currently exists in its current form. In other words, the current situation that is the subject of the research is transferred as it is and no effort is made to change it. The important point here is to observe, examine and document the situation in an appropriate way. While general event surveys are included in the classification group, the relational survey model is “a research model that aims to determine the existence and degree of co-variation between two or more variables. With this research model, it is tried to determine whether the variables change together or if there is a change, how it happens (Karasar, 2017, p.109-114). In this study, it was tried to determine the opinions of social studies teachers about the level of need for new training in the dimension of “field knowledge-teaching professional knowledge-realizing the objectives of the curriculum” regarding in-service training and whether these opinions differ according to variables such as gender, education level, years of service, and residential area where they work.

Universe and Sample

The population of the study consists of social studies teachers working in secondary schools in Hatay province center and districts in the 2020-2021 academic year. The number of secondary schools in the province of Hatay, which is aimed to collect data in the study, is 396 and the number of social studies teachers working in these schools is 589 (MoNE, 2020b).

The data collection tool developed by the researchers was sent to 589 social studies teachers working in Hatay province in the spring semester of the 2020-2021 academic year and random sampling was used. Only 200 teachers responded to the measurement tool. The frequency and percentage distributions of the demographic characteristics of the social studies teachers who participated in the measurement tool.

Table 3. Demographic and professional characteristics of the teachers who responded to the measurement tool

Features	Distributions	f	%
Gender	Female	82	41,0
	Male	118	59,0
	Total	200	100
Görev Yeri	City Center	56	28,0
	District Center	95	47,5
	Village	49	24,5
	Total	200	100
Education Status	Undergraduate	179	89,5
	Master's Degree	21	10,5
	Total	200	100
Number of students in the class	10-20	31	15,5
	21-30	116	58,0
	31-40	46	23,0
	41+	7	3,5
	Total	200	100
Year of Service	1-5	63	31,5
	6-10	44	22,0
	11-15	44	22,0
	16-20	27	13,5

Ethics Committee Approval

(There is no requirement of Ethics Committee Approval for review articles)

In this study, all the rules specified to be followed within the scope of “Higher Education Institutions Scientific Research and Publication Ethics Directive” were followed.

Name of the Ethics Committee: Eskişehir Osmangazi University Social Sciences and Humanities Scientific Research and Publication Ethics Committee

Date of Ethical Assessment Decision: 09.12.2020. Ethical Assessment Certificate Issue Number: 2020/23

Data Collection Tools

In this study, a measurement tool consisting of two parts was developed for data collection. In the first part, “Demographic Information of Teachers,” which aims to determine the demographic characteristics of social studies teachers, and in the second part, there are questions that compare the pre-service and in-service training/ pieces of training of social studies teachers according to various variables and aim to analyze their needs.

The first part of the form created within the scope of the research consists of items to determine the variables of social studies teachers’ gender, education level, years of service, number of students in the classes, and the residential area where they work. The second part of the form was developed to analyze social studies teachers’ pre-service and in-service ability to realize the objectives of the curriculum, the level of competence they think they have in terms of field knowledge, teaching professional knowledge, and the training needs they need for the future.

The questions of the second part of the measurement tool, “Social Studies Teacher Training Needs Measurement Tool”, are divided into three headings. In the first stage, it covers the level of need for new training in terms of in-service training in “Social Studies Course Subjects” and in the second stage, it covers the level of need for new training in “Professional Knowledge of Teaching”. The questions in this part of the measurement tool were formed according to the general competencies of the teaching profession updated by the Support to Basic Education Program (TEDP) in 2007 and the specific field competencies of social studies teachers determined by the General Directorate of Teacher Training and Development of the Ministry of National Education in 2007. The questions in this section consisted of 26 items in total. In the third stage, there were questions investigating the level of need for new in-service training on the “Objectives of the Social Studies Curriculum”. The questions in this stage were obtained by turning the realization of the objectives of the 2018 social studies curriculum into questions. This third stage included questions consisting of 18 items.

After creating an item pool of 66 questions in total, the instrument was evaluated by 3 academicians, 4 social studies teachers, and two measurement and evaluation experts in terms of clarity and comprehensibility criteria. Based on the expert opinions, the content of 9 items in total was reorganized according to the suggestions in terms of criterion validity and internal validity. The validity and reliability study of the 5-point Likert-type measurement tool was conducted with 77 social studies teachers working outside Hatay province. As a result of this preliminary application, Cronbach Alpha=0,987 and KMO value was found to be 612. Barlett's test of completeness was found to be .00.

Data Collection

The measurement tool was administered to social studies teachers working in secondary schools in the center of Hatay province after the official research permission was obtained in the spring semester of the 2020-2021 academic year. Due to the pandemic process affecting the world and our country in every aspect, the measurement tool could only be accessed via the internet. For this reason, only school principals were contacted and the link to the measurement tool was delivered to the school principal with the Ethics Committee Approval Document (ANNEX-1) dated 09.12.2020 and numbered 2020-23 from Eskişehir Osmangazi University and the MoNE Research Permission Approval Document (ANNEX-2) and the measurement tool was delivered to the social studies teachers in schools.

Data Analysis

The data obtained from the teachers were analyzed using SPSS. Statistical values such as frequency (f) and percentage (%) were calculated in the analysis of teachers' information in the measurement tool. To determine whether the scores that teachers received from the measurement tool differed between teachers' opinions, a t-test was applied for binary variables (gender, education level) and a one-way analysis of variance (ANOVA) was applied for variables with three or more variables (years of service, class size, residential area). When a difference was found between the groups, Scheffe tests were applied to determine between which groups the difference occurred. Games-Howell, one of the non-parametric techniques, was used for the groups that did not show normal distribution among the groups.

In this study conducted to determine the teacher training needs analysis of social studies teachers, demographic variables were grouped and the measurement tool was scored with a 5-point Likert system. The options against the sentences in the measurement tool and the related score ranges are as follows (Bulut, 2006).

Table 4. Measurement tool Likert type table

Options	Points	Point Ranges
Never	1	1.00-1.80
Lower	2	1.81-2.60
Medium	3	2.61-3.40
Higher	4	3.41-4.20
To High	5	4.21-5.00

The results of the statistical analysis were evaluated at $p < .05$ significance level.

FINDINGS

Social Studies Teachers' Views on a New In-Service Training

In this section, the findings obtained from the sub-problem “What are the opinions of social studies teachers on whether they need in-service training on the topics of field and professional knowledge and the objectives of the program?” are presented. The frequency (f), percentage (%) and mean (\bar{x}) data regarding the distribution of teachers' opinions on “social studies subjects” in the in-service process are given in Table 5.

Table 5. Teachers' opinions on the level of need for in-service training on social studies content knowledge

	Options										\bar{x}
	Never		Lower		Medium		Higher		To higher		
	f	%	f	%	f	%	f	%	f	%	
Human Relations and Communication	5	2,5	36	18	104	52	51	25,5	4	2	3,06
Human Rights and Democracy	10	5	46	23	95	47,5	39	19,5	10	5	2,96
Media Literacy	8	4	30	15	86	43	64	32	12	6	3,21
Pre-Islamic Turkish Culture and History	22	11	59	29,5	92	46	25	12,5	2	1	2,63
History and Culture of Turkish-Islamic States	19	9,5	60	30	93	46,5	23	11,5	3	1,5	2,65
Middle Age History	17	8,5	55	27,5	95	47,5	24	12	7	3,5	2,74

Ottoman History	18	9	62	31	81	40,5	32	16	7	3,5	2,74
Turkish Cultural Geography	19	9,5	48	24	92	46	34	17	7	3,5	2,81
New and Modern History	17	8,5	53	26,5	85	42,5	36	18	8	4	2,82
Economics and Entrepreneurship	12	6	50	25	85	42,5	40	20	12	6	2,94
Environmental Education	19	9,5	57	28,5	82	41	29	14,5	11	5,5	2,77
Population and Migration	24	12	65	32,5	73	36,5	32	16	5	2,5	2,64
Map Knowledge and Applications	21	10,5	54	27	77	38,5	42	21	6	3	2,79
Political Geography and Geopolitics of Turkey	29	14,5	56	28	85	42,5	24	12	6	3	2,61
Turkey Human and Economic Geography	29	14,5	67	33,5	73	36,6	28	14	3	1,5	2,54
Physical Geography of Turkey	27	13,5	73	36,5	68	34	26	13	4	2	2,53

In this section, in which social studies teachers' opinions on "social studies subjects" were evaluated, the overall mean ($\bar{x} = 2.80$) and the rate of need for a new training was found to be "moderate". On the other hand, when the items in which the level of need for new training on social studies subjects was marked as high or very high and the need rate was high, only the subject of "Media Literacy", which had the highest rate with 38% (32% high, 6% very high), was included.

Frequency (f), percentage (%) and mean (\bar{x}) data on the evaluation of "teaching professional knowledge" in the in-service process are given in Table 6.

Table 6. Teachers' opinions on the level of need for in-service training on teaching professional knowledge

	Options										\bar{x}	
	Never		Lower		Medium		Higher		To higher			2,81
	f	%	f	%	f	%	f	%	F	%		
Structure of the Social Studies Curriculum	14	7	55	27,5	86	43	35	17,5	9	4,5	2,84	
Planning the Social Studies Teaching Process	11	5,5	63	31,5	89	44,5	26	13	10	5	2,80	
Organizing the Learning Environment in Social Studies	13	6,5	54	27	90	45	37	18,5	5	2,5	2,83	
Effective Teaching, Methods and Techniques in Social Studies	15	7,5	52	26	86	43	31	15,5	14	7	2,88	
Effective Use of Information and Communication Technologies	13	6,5	46	23	80	40	43	21,5	18	9	3,03	
Project Development Techniques in Social Studies	11	5,5	47	23,5	84	42	45	22,5	13	6,5	3,01	
Communicate effectively with students	25	12,5	64	32	66	33	34	17	10	5	2,69	
Effective Learning Theories in Social Studies	10	5	58	29	86	43	34	17	11	5,5	2,88	
Designing Activities in Accordance with the Learning Outcomes in the Social Studies Curriculum	12	6	56	28	84	42	33	16,5	14	7	2,90	
To be able to make analysis in accordance with the content of the acquisitions in the Social Studies Curriculum	17	8,5	60	30	85	42,5	28	14	10	5	2,77	
To be able to make applications that take into account students who need special education	14	7	33	16,5	79	39,5	55	27,5	17	8,5	3,14	

Counseling	16	8	46	23	77	38,5	47	23,5	14	7	2,98
Classroom Management	32	16	59	29,5	65	32,5	35	17,5	8	4	2,63
Developing students' critical skills	17	8,5	68	34	73	36,5	31	15,5	9	4,5	2,73
Students' Creative Development Thinking Skills	20	10	56	28	71	35,5	44	22	9	4,5	2,83
Developing students' communication and empathy skills	18	9	66	33	76	38	33	16,5	7	3,5	2,72
Students' Problem To be able to develop solving skills	14	7	59	29,5	84	42	34	17	8	4	2,81
Developing Students' Decision-Making Skills	13	6,5	65	32,5	83	41,5	33	16,5	6	3	2,77
Improving Students' Ability to Use Turkish Correctly, Beautifully and Effectively	19	9,5	69	34,5	72	36	29	14,5	9	4,5	2,69
Developing Students' Entrepreneurship Skills	19	9,5	53	26,5	82	41	39	19,5	7	3,5	2,81
To be able to determine the aims of measurement and evaluation practices	18	9	58	29	87	43,5	31	15,5	6	3	2,74
To be able to use measurement and evaluation tools and methods	20	10	54	27	91	45,5	28	14	7	3,5	2,74
Teaching Process To be able to evaluate the data obtained from the applied measurement tool	17	8,5	60	30	89	44,5	28	14	6	3	2,73
Social Studies Lessons Evaluating what has been learned	21	10,5	70	35	76	38	23	11,5	7	3,5	2,61
Using Alternative Measurement and Evaluation Methods	17	8,5	58	29	78	39	38	19	9	4,5	2,82
Planning in Teaching	17	8,5	64	32	77	38,5	35	17,5	5	2,5	2,73

In this part of the measurement tool, in which social studies teachers' opinions on "professional knowledge" during the period of teaching profession were evaluated, the overall mean ($\bar{x} = 2.81$) and the rate of need for new training was found to be at the "medium" level. On the other hand, when the items in which the level of need for new training related to professional knowledge was marked as high or very high and the rate of need was found to be high were analyzed, only the item "Being able to make practices that take into account students in need of special education" (27.5% high, 8.5% very high) was found to have the highest rate with a rate of 35%.

The frequency (f), percentage (%) and mean (\bar{x}) data related to "being able to realize the objectives of the social studies curriculum" taken during university education are given in Table 7.

Table 7. Teachers' opinions on the level of need for in-service training on achieving the objectives of the curriculum

A) What is the adequacy level of the education you received during your university education in terms of realizing the objectives of the social studies curriculum?	Options										\bar{x}
	Never		Lower		Medium		Higher		To higher		
	f	%	f	%	f	%	f	%	f	%	
Ensuring that they grow up as citizens of the Republic of Turkey who love their homeland and nation, know and use their rights, fulfill their responsibilities, and have national awareness	51	25,5	69	34,5	47	23,5	25	12,5	8	4	2,35
Understanding the place of Atatürk's principles and reforms in the social, cultural and economic development of the Republic of Turkey and ensuring that they are willing to keep democratic, secular, national and contemporary values alive	46	23	69	34,5	55	27,5	21	10,5	7	3,5	2,36
Claiming the rules of law are binding for everyone and that all persons and organizations are equal before the law to make sure they know	42	21	66	33	59	29,5	24	12	9	4,5	2,46

To enable them to comprehend the basic elements and processes that make up Turkish culture and history and to accept that the cultural heritage that ensures the formation of national consciousness should be protected and developed	40	20	63	31,5	66	33	25	12,5	5	2,5	2,45
Recognizing the general geographical features of the world and the environment in which they live, explaining the interaction between human beings and the environment and enabling them to develop their ability to perceive space	28	14	66	33	70	35	29	14,5	7	3,5	2,60
Recognizing the limitations of the natural environment and resources, trying to protect natural resources in an environmentally sensitive manner and ensuring that they have a sustainable environmental understanding	33	16,5	62	31	71	35,5	24	12	8	4	2,55
Ensuring that they have critical thinking skills as individuals who know how to access accurate and reliable information	26	13	71	35,5	74	37	25	12,5	4	2	2,55
Understanding the basic concepts of economics and understanding the place of national economy in development and international economic relations	21	10,5	60	30	83	41,5	28	14	8	4	2,71
Ensuring that they believe in the importance of work in social life and that every profession is necessary and respected	32	16	68	34	69	34,5	25	12,5	5	2,5	2,51

Identify similarities and differences between people, objects, events and phenomena, and perceive change and continuity by questioning historical evidence from different periods and places	25	12,5	67	33,5	80	40	23	11,5	2	1	2,54
To enable them to use information and communication technologies consciously by comprehending the development process of science and technology and its effects on social life	19	9,5	67	33,5	81	40,5	31	15,5	2	1	2,65
To ensure that they observe scientific ethics in accessing, using and producing information based on scientific thinking	24	12	69	34,5	74	37	29	14,5	3	1,5	2,58
Basic communication skills to organize social relations and solve the problems encountered enable them to use the basic concepts and methods of social sciences	23	11,5	68	34	78	39	27	13,5	3	1,5	2,59
To enable them to believe in the importance of participation and to express their opinions for the solution of personal and social problems	24	12	69	34,5	71	35,5	29	14,5	6	3	2,61
To comprehend the historical processes of the concepts of human rights, national sovereignty, democracy, secularism, republic and their effects on today's Turkey and to enable them to organize their lives according to democratic rules	27	13,5	67	33,5	75	37,5	24	12	5	2,5	2,56
Ensuring that they know the importance and ways of being a virtuous person by adopting national, spiritual and universal values	32	16	67	33,5	73	36,5	21	10,5	5	2,5	2,49

Ensuring that they show sensitivity to issues that concern their country and the world	33	16,5	75	37,5	61	30,5	26	13	5	2,5	2,47
To make them aware of their physical and emotional characteristics, interests, wishes and abilities as free individuals	29	14,5	68	34	70	35	22	11	10	5	2,57

In this part of the measurement tool in which the opinions on “the objectives of the social studies curriculum” were evaluated, the general average was ($\bar{x} = 2.53$) and the rate of needing a new training was found to be at a “low” level. When the highest and lowest values of the rates related to the level of needing new training in terms of realizing the objectives of the social studies curriculum during the period, the teaching profession was examined; The highest rate belongs to the subjects of “Explaining the interaction between human beings and the environment by recognizing the general geographical features of the world and the environment they live in and enabling them to develop the skills of perceiving space” (14,5% high and 3,5% very high) and “Understanding the basic concepts of economy and enabling them to comprehend the place of national economy in development and international economic relations” (14% high and 4% very high) with a rate of 18%.

The Distribution of Social Studies Teachers’ Opinions on the Need for a New Training in the Context of In-Service Training According to Demographic and Professional Variables

In this section, the findings obtained from the sub-problem “Do social studies teachers’ views on the need for new training in the context of in-service training differ according to various demographic and professional variables in the dimensions of social studies subjects, teacher professional knowledge subjects and the objectives of the social studies curriculum?” are presented.

t-test results according to the demographic variables of the teachers participating in the study

At the stage where demographic variables were determined, it was taken into consideration that teachers’ interest, curiosity, ability to understand and transfer the subject may vary according to gender. With the idea that this situation may also cause differences in the training needs of teachers, gender variable was included in the measurement tool. Finally, an independent T-Test was conducted to determine the difference of social studies teachers’ responses to the measurement tool according to the “gender” variable and the results obtained are given in Table 8.

Table 8. *t*-test results of the level of need for in-service training according to gender variable

	Gender	N	\bar{x}	S	sd	t	p
Pre-Islamic Turkish Culture and History	Female	82	2,47	,86	198	-2,09	,037
	Male	118	2,73	,87			
New and Modern History	Female	82	2,64	1,01	197	-2,20	,029
	Male	117	2,94	,90			
Economics and Entrepreneurship	Female	82	2,69	,95	197	-3,17	,002
	Male	117	3,12	,94			

* $p < .05$

According to Table 8, the level of need for new in-service training on pre-Islamic Turkish Culture and History is at the “medium” level ($\bar{x} = 2,63$). Social studies teachers’ level of need for this subject shows a significant difference depending on gender ($p < .05$). However, it can be said that female teachers’ level of need for a new education on pre-Islamic Turkish Culture and History ($\bar{x} = 2,47$) is lower than male teachers ($\bar{x} = 2,73$). The level of social studies teachers’ need for a new in-service training on the history of the New and Recent Era is at the “medium” level. On the other hand, social studies teachers’ needs for this subject show a significant difference according to gender ($p < .05$). The level of female teachers’ need for new in-service training in the subject of New and Recent History ($\bar{x} = 2,64$) is lower than that of male teachers ($\bar{x} = 2,94$). The level of need for a new in-service training on Economy and Entrepreneurship is at the “medium” level, and the needs of social studies teachers for this subject show a significant difference according to gender ($p < .05$). The level of female teachers’ need for new training on Economics and Entrepreneurship ($\bar{x} = 2,69$) is lower than that of male teachers ($\bar{x} = 3,12$).

At the stage where demographic variables were determined, the variable of educational status was also included in the measurement tool since teachers’ specialization in their field may differ in their level of need for new training. Finally, an independent T-Test was conducted to determine the difference in the responses of social studies teachers to the measurement tool according to the variable of “educational status” and it is given in Table 9.

Table 9. *t*-test results for the responses to the pre-service and in-service comparative need measurement tool according to the education level variable

	Education Status	N	\bar{x}	S	sd	T	p
Pre-Service	Graduate	179	3,23	,74	198	-,298	,766
	Master’s degree	21	3,28	,75			
In - Service	Graduate	179	2,72	,71	198	-,819	,414
	Master’s degree	21	2,86	,87			

* $p < .05$

According to Table 9, the averages related to the competencies of teachers with bachelor's and master's degrees in pre-service and in-service education and the level of need for new training are at a medium level. However, it was found that the responses of the teachers to the comparative need measurement tool for pre-service and in-service did not differ according to the educational status variable ($p < .05$).

ANOVA test results according to the demographic variables of the teachers participating in the study

In this section, the findings obtained from the sub-problem: Do the opinions of social studies teachers about their need for a new training in the context of pre-service training and in-service training differ according to various demographic and professional variables in the dimensions of social studies subjects, teacher professional knowledge subjects and the objectives of the social studies curriculum?

At the stage where demographic variables were determined, it was taken into consideration that the facilities of schools may vary according to their location. Since it is thought that this situation may influence the training needs of teachers, the variable of place of duty was included in the measurement tool.

Finally, ANOVA test was conducted to determine the difference of social studies teachers' responses to the measurement tool according to the variable of "place of duty" and the results obtained are given in Table 10.

Table 10. ANOVA results according to the place of duty variable in the responses to the comparative need measurement tool for pre-service and in-service

Expressions	Source of Variance	Sum of Squares	sd	Mean Squares	F	P	Significant difference
1. Recognizing the general geographical features of the world and the environment in which they live, explaining the interaction between human beings and the environment and enabling them to develop their ability to perceive space	Inter-groups	7,843	2	3,921	4,715	,010	B-C
	Within groups	163,837	197	,832			
	Total	171,680	199				
2. To ensure that they observe scientific ethics in accessing, using and producing information based on scientific thinking	Inter-groups	5,911	2	2,956	3,098	,047	A-B
	Within groups	187,964	197	,954			
	Total	193,875	199				

3.To comprehend the historical processes of the concepts of human rights, national sovereignty, democracy, secularism, republic and their effects on today's Turkey and to enable them to organize their lives according to democratic rules	Inter-groups	5,812	2	2,906			
	Within groups	171,485	196	,875			
	Total	177,296	198		3,321	,038	-
4. To make them aware of their physical and emotional characteristics, interests, wishes and abilities as free individuals	Inter-groups	6,667	2	3,333			
	Within groups	203,876	196	1,040			-
	Total	210,543	198				

*A: City Center, B: District Center, C:Village; * p<.05

ANOVA test was conducted to determine the difference between teachers' responses for the comparative needs analysis of pre-service and in-service according to the variable of "place of duty". According to the results of this test, teachers' views on the adequacy level of the pre-service training received for the realization of the objectives of the social studies curriculum (Statement 1, Statement 2 and Statement 3) and the level of need for a new training on this subject (Statement 4) in-service show a significant difference according to the "place of duty" variable ($p < .05$). As a result of the Scheffe test conducted to determine which groups the difference was between, a significant difference was found between the teachers working in the district center ($\bar{x} = 3,10$) and village schools ($\bar{x} = 3,60$) for the 1st statement. And this significant difference is in the direction that the pre-service training is sufficient. Again, a significant difference was found between teachers working in the district center ($\bar{x} = 2,89$) and teachers working in the city center ($\bar{x} = 3,00$) for statement 2. This significant difference is in the direction that the pre-service training is sufficient. At the stage where demographic variables were determined, the variable of class size was included in the measurement tool since the effect of the number of students in the classes on the educational processes could make a difference in the training needs of the teachers. Finally, to determine the difference of social studies teachers' responses to the measurement tool according to the variable of "class size and the results obtained are given in Table 11.

Table 11. ANOVA results according to class size variable in pre-service and in-service comparative need measurement tool

Expressions	Source of Variance	Sum of Squares	sd	Mean Squares	F	P	Significant difference
1. Planning the Social Studies Teaching Process	Inter-groups	6,833	3	2,278			
	Within groups	159,523	195	,813	2,802	,041	-
	Total	165,357	198				
2. Designing Activities in Accordance with the Learning Outcomes in the Social Studies Curriculum	Inter-groups	9,804	3	3,268			
	Within groups	181,382	95	,930	3,513	,016	-
	Total	191,186	198				
3. To enable them to comprehend the basic elements and processes that make up Turkish culture and history and to accept that the cultural heritage that ensures the formation of national consciousness should be protected and developed	Inter-groups	10,381	3	3,754			
	Within groups	199,006	196	,838			
	Total	209,387	199		4,480	,005	-
4. Ensuring that they have critical thinking skills as individuals who know how to access accurate and reliable information	Inter-groups	11,262	3	3,754			
	Within groups	164,238	196	,838	4,480	,005	A-B
	Total	175,500	199				
5. Understanding the basic concepts of economics and understanding the place of national economy in development and international economic relations	Inter-groups	12,267	3	4,089			
	Within groups	174,913	196	,892	4,582	,004	A-B
	Total	187,180	199				
6. Ensuring that they believe in the importance of work in social life and that every profession is necessary and respected	Inter-groups	10,118	3	3,373			
	Within groups	183,601	195	,942	3,582	,015	B-C
	Total	193,719	198				

7. To comprehend the historical processes of the concepts of human rights, national sovereignty, democracy, secularism, republic and their effects on today's Turkey and to enable them to organize their lives according to democratic rules	Inter-groups	8,261	3	2,754			
	Within groups	172,512	194	,889			
	Total	180,773	197		3,097	,028	-
8. To make them aware of their physical and emotional characteristics, interests, wishes and abilities as free individuals	Inter-groups	9,867	3	3,289			
	Within groups	200,676	195	1,029	3,196	,025	-
	Total	210,543	198				

*A: 10-20, B:21-30, C:31-40, D:41+; * $p < .05$

According to the results of the ANOVA test conducted to determine the difference of teachers' responses for the comparative needs analysis of pre-service and in-service according to the variable of "class size"; teachers' opinions on the level of need for a new training for professional knowledge (Statement 1 and Statement 2) and realization of social studies curriculum objectives (Statement 4, Statement 5 and Statement 6) show a significant difference according to the variable of "class size" ($p < .05$). As a result of the Scheffé test conducted to determine which groups the difference was between, a significant difference was found between teachers with 10-20 class size ($\bar{x} = 2,59$) and teachers with 21-30 class size ($\bar{x} = 3,20$) for statement 4. This significant difference is in the direction that new in-service training is needed. A significant difference was found between teachers with 21-30 class size ($\bar{x} = 2,67$) and teachers with 10-20 class size ($\bar{x} = 3,16$) for statement 5. This difference is in the direction that new in-service training is needed. A significant difference was found between teachers with 21-30 class sizes ($\bar{x} = 2,70$) and teachers with 31-40 class sizes ($\bar{x} = 2,72$) for statement 6. This significant difference is in the direction that new in-service training is needed.

At the stage where demographic variables were determined, it was taken into consideration that teachers' length of experience, following and implementing developments in education and training could differentiate their training needs, and in this context, the variable of years of service was included in the measurement tool. Finally, an ANOVA test was conducted to determine the difference of social studies teachers' responses to the measurement tool according to the variable of "years of service" and the results obtained are given in Table 12.

Table 12. ANOVA results of pre-service and in-service comparative need measurement tool data according to years of service variable

Expressions	Source of Variance	Sum of Squares	sd	Mean Squares	F	p	Significant difference
1. Media Literacy	Inter-groups	18,526	4	4,632	4,899	,001	A-C
	Within groups	184,349	195	,945			
	Total	202,875	199				
2. Turkish Cultural Geography	Inter-groups	8,381	4	2,095	2,443	,048	-
	Within groups	167,214	195	,858			
	Total	175,595	199				
3. Economics and Entrepreneurship	Inter-groups	10,424	4	2,606	2,899	,023	-
	Within groups	174,400	194	,899			
	Total	184,824	198				
4. Population and Migration	Inter-groups	9,936	4	2,484	2,836	,026	-
	Within groups	169,903	194	,876			
	Total	179,839	198				
5. Science, Technology and Society	Inter-groups	19,034	4	4,759	4,230	,003	A-E
	Within groups	219,346	195	1,125			
	Total	238,380	199				
6. Character and Value Education	Inter-groups	16,245	4	4,061	3,508	,009	A-E
	Within groups	225,755	195	1,158			
	Total	242,000	199				
7. To be able to make analysis in accordance with the content of the acquisitions in the Social Studies Curriculum	Inter-groups	8,821	4	2,205	2,587	,038	-
	Within groups	166,199	195	,852			
	Total	175,020	199				
8. To be able to make applications that take into account students who need special education	Inter-groups	17,580	4	4,395	4,112	,003	A-C
	Within groups	208,415	195	1,069			
	Total	225,995	199				
9. Developing students' creative thinking skills	Inter-groups	9,324	4	2,331	2,609	,037	-
	Within groups	174,256	195	,894			
	Total	183,580	199				

10. Developing students' communication and empathy skills	Inter- groups	12,371	4	3,093			
	Within groups	174,624	195	,896	3,454	,009	-
	Total	186,995	199				

*A: 1-5, B:6-10, C:11-15, D:15-20, E:21 +; * p<.05

According to the results of the ANOVA test conducted to determine the difference in teachers' responses for the comparative needs analysis of pre-service and in-service according to the variable of "years of service"; teachers' opinions on the adequacy level of the training received before the service on social studies course subjects (statements 1, 2, 3, 4, 5 and 6) and professional knowledge (statements 7, 8, 9 and 10) show a significant difference according to the variable of "years of service" ($p < .05$). As a result of the Scheffe test conducted to determine which groups the difference was between, a significant difference was found between teachers with 11-15 years of service ($\bar{x} = 2,37$) and teachers with 1-5 years of service ($\bar{x} = 2,54$) for the 1st statement. This significant difference is in the direction that the pre-service training is sufficient. Between teachers with 21 or more years of service ($\bar{x} = 1,71$) and teachers with 1-5 years of service ($\bar{x} = 2,70$), a significant difference was found for statement 5. This significant difference is in the direction that the pre-service training is sufficient. Between teachers with 21 or more years of service ($\bar{x} = 2,0$) and teachers with 1-5 years of service ($\bar{x} = 2,96$), a significant difference was found for statement 6. This significant difference is in the direction that the pre-service training is sufficient. A significant difference was found between teachers with 11-15 years of service ($\bar{x} = 2,31$) and teachers with 1-5 years of service ($\bar{x} = 2,74$) for statement 8. This significant difference indicates that the pre-service training is adequate.

RESULT AND DISCUSSION

While the social studies teachers stated that their level of need for new training in terms of in-service field knowledge and teaching professional knowledge was "medium", they stated that their level of need for new training on the objectives of the social studies curriculum was "low". The highest level of need for new education in social studies subjects was 38% for the subject of "Media Literacy". It was stated that the subject with the highest level of need for new training in vocational knowledge was 'Making Practices Considering Students in Need of Special Education' with a rate of 35%. The highest level of need for new training for the realization of the objectives of the social studies curriculum was 18% for the subjects of "Explaining the interaction between human beings and the environment by recognizing the general geographical characteristics of the world and the environment in which they live and enabling them to develop their ability to perceive space" and "Understanding the basic concepts of economy and enabling them to understand the place of national economy in development and international economic relations".

The topics that social studies teachers most need training in social studies subjects are "Media literacy, Economy and Entrepreneurship, Science and Technology, and Society". It was concluded that the subjects that social studies teachers most need training on professional knowledge are "Effective Use of Information-Communication Technologies, Project Development Techniques in Social Studies, Implementation Considering Students in Need of Special Education".

The subjects that social studies teachers need the least in social studies subjects are "History and Culture of Turkish-Islamic States, Pre-Islamic Turkish Culture and History, Political Geography and Geopolitics of Turkey, Physical Geography of Turkey, Human and Economic Geography of Turkey and Middle Age History". The subjects that social studies teachers need the least regarding professional knowledge are "Evaluating what is learned in social studies courses, Evaluating the data obtained from the measurement tool applied in the teaching process, Using measurement and evaluation tools and methods, Planning the Social Studies Teaching Process, Determining the objectives of measurement and evaluation practices".

When the teachers' opinions on the adequacy of the training/pieces of trainings on social studies content knowledge were examined, it was found that the highest adequacy belonged to geography subjects. This result is also consistent with the research conducted by Sarıkaya (2015). According to the research findings, 54% of pre-service social studies teachers think that the education received in geography subjects is sufficient. The opinions of the other teachers participating in the research were that their education on these subjects showed medium or low levels of adequacy. Again, in parallel with the adequacy rate of the education received in geography subjects, teachers need the least training in these areas. The reason for this, as Sarıkaya (2015) also stated in his study, can be interpreted as the suitability of geography lessons for the use of visual materials positively affect learning.

In the same way, it was concluded that there was a significant difference in the direction that there was no need for new education in Ottoman History and pre-Islamic Turkish culture and history among social studies subjects. In the studies conducted by Er (2015), Ayaydın and Aktaş (2020), teachers were of the opinion that they had difficulties in teaching history subjects and that pre-service and in-service training processes were insufficient. It can be said that the difference in the results in the studies is due to the limitation of technological and economic opportunities in schools. Teacher with sufficient knowledge may also need to use activities, movies, or museum trips to teach more abstract subjects for middle school students. One of the other criteria that may cause the difference in the research results may be the fact that the sample group in the study conducted by Er (2015) included graduates of the geography teaching department. The lack of history courses in the undergraduate program of geography teaching may support this result. Another reason for the contrast in the studies can be considered as the difference between

the data collection tools and methods used in the study (interview form) conducted by Ayaydın and Aktaş (2020) and our study (measurement tool). It was concluded that there is a need for a new training on social studies content knowledge by teachers in service. In addition, male teachers need a new education on economy and entrepreneurship more than female teachers. This result is consistent with the result obtained in the study conducted by Akhan (2015). Akhan (2015) concluded that social studies teachers do not have enough confidence in themselves in teaching economics and emphasized that pre-service and in-service trainings on this field should be increased. In addition, although the subject of economy and entrepreneurship did not show a significant difference according to the gender variable, the result that female teachers' competencies in this field were more positive than male teachers was consistent with our study. Again, the fact that Akhan (2015) selected the sample from Antalya province, which has a medium level of access to equal opportunities, and that the conditions and demographic characteristics (gender and educational status) of the teachers participating in our study are similar to the conditions and demographic characteristics (gender and educational status) of the teachers participating in our study can be interpreted as effective in the same direction of the findings.

In terms of social studies content knowledge, it was concluded that the opinions of in-service social studies teachers on media and literacy showed a significant difference in the direction of the need for a new education. However, Özel (2018), Üztemur and Avcı (2020) concluded in their research that the media literacy levels of teachers were high and that they considered themselves competent in teaching media literacy. However, it can be said that the reason for the difference here depends on the variable of whether the teachers took this course in university education or not, as Özel (2018) also mentioned in his research. Another reason for the difference in the study may be that the sample groups in Özel's (2018) and Üztemur and Avcı's (2020) studies included only pre-service social studies teachers in the undergraduate education process. It can be said that the results obtained may vary since the needs of teachers may differ within the service.

It was concluded that in-service teachers' views on science, technology and society in social studies subjects showed a significant difference in the direction of the need for a new education. In the study conducted by Kılınç (2021), it was concluded that the knowledge of social studies teachers about science, technology and society learning areas differed sufficiently according to the experiences of social studies teacher candidates. Based on this, it can be said that this situation causes the adequacy level of the training and other courses on science, technology, and society before the service to be low and that a new training is needed in the service.

When the opinions of social studies teachers on professional knowledge were evaluated, it was concluded that teachers' opinions on the effective use of informa-

tion-technology in service showed a significant difference in the direction of the need for a new training. In the study conducted by Gündođan (2017), deficiencies related to this professional competence were observed in social studies teachers. The harmony of the results in the studies may be due to the similarity of the demographic variables of the teachers who participated in the research. Again, in this age where information and technology are intertwined, it can be said that both the lack of courses in this field in university education in the past and the insufficiency of such practices in the in-service process cause teachers to need in-service training on this subject. In addition, the other reason for the need for this field can be interpreted as the limited economic resources of schools.

When the opinions of social studies teachers on professional knowledge were evaluated, it was determined that one of the subjects that needed new in-service training was project-based learning in social studies. There is no study in which the competencies and needs of teachers in this field were determined. However, in the study conducted by Tatlı (2016), teachers expressed the views that project-based learning does not fit some social studies subjects and that the conditions required for this are not sufficient. This may have led to the problem of using teachers' knowledge in this field. Therefore, it is understood that social studies teachers have problems with how to use the project-based learning approach in social studies courses.

Again, it was determined that the opinions of social studies teachers on the subject of being able to make practices that take into account students in need of special education, one of the subjects of professional knowledge, showed a significant difference in the direction that a new training is needed. Parallel to this study, Akhan and Sönmez (2018) concluded in their study that social studies teachers' competencies for special education students are limited-medium.

It was determined that the opinions regarding the adequacy of the education received at the university for the purpose of realizing the objectives of the social studies curriculum were high. It was concluded that there was no need for a new education to realize the objectives of the social studies curriculum. There is no study evaluating the competencies and needs of teachers for achieving the objectives of the social studies curriculum. However, in the study conducted by Topçu (2017), it was concluded that social studies teachers had difficulties in the process of teaching these objectives to students. It was stated that this was due to the wide scope of the curriculum. The reason for the contrast in the studies may be due to the fact that the opportunities such as class size (58% 21-30) and place of duty (47%, 5% District Center) variables of the teachers participating in our study are in a positive direction.

As a result, social studies teachers state that they need training on subjects such as information, technology, media and economy, which are needed today, and on project development, effective use of information-technology and practices that take into account individuals with special needs rather than subjects such as history and geography. Teachers' views on issues such as media literacy, making applications for individuals with special needs, information, communication and society differ according to teachers' years of service. The difference in these areas is that teachers with more experience find the adequacy levels of the pre-service education low. Although this situation differs in this direction, the level of need for in-service training in the fields of media literacy, making applications for individuals with special needs, information, communication and society did not differ according to the years of service variable.

SUGGESTIONS

Suggestions for Teachers

1. Developing technology is an important resource for teachers to overcome these deficiencies and improve themselves. Advances in science and technology allow for the continuous updating of teaching tools such as educational materials, online learning platforms and interactive tools. Social studies teachers can take advantage of these opportunities to participate in various trainings in the areas they need. For example, they can attend various training programs to learn new pedagogical approaches in social studies or explore how technology can be used in the classroom. Virtual classrooms, interactive applications and online resources offer teachers an important opportunity to engage students and create a more effective learning environment.

Suggestions for Education Administrators

2. Educational administrators can pay attention to the wide range of in-service trainings organized for social studies teachers. For example, workshops that provide information about new materials and resources that can be used in social studies lessons and workshops that ensure the effective use of technology in education can be organized.
3. It is recommended that teachers take measures for their personal development in the following areas where "new training is needed" as found in this study:
Subject areas of social studies;
 - Media literacy
 - Economy and entrepreneurship,

- Science, technology and society.

Teaching professional knowledge subjects;

- Effective use of information-communication technologies,
- Project development techniques in social studies,
- To be able to make applications that take into account students who need special education.

Suggestions for Central Organization of MoNE

4. In-service trainings organized by the central organization could also include trainings that help teachers develop teaching strategies appropriate to students' different learning styles. Different teaching methodologies such as drama, project-based learning, discussion and field studies can support teachers to create a more effective learning environment in the classroom.
5. When planning in-service trainings for social studies teachers, the central organization should include in-service trainings that take the following factors into consideration to ensure that the trainings are effective and efficient:
 - **Relevance and Applicability:** The content of the trainings should be relevant to the daily practice of social studies teachers. There should be a balance between theoretical knowledge and practical application, and the focus should be on teaching strategies that teachers can easily implement in their classrooms.
 - **Current Content:** Social studies is a field that is constantly changing and being updated. Therefore, trainings should provide information about current developments and resources and should be supported by practical examples that teachers can use in their classrooms.
 - **Applied Education Approach:** Trainings should be designed in an interactive and hands-on manner in which participants are actively involved. Teachers should be given opportunities to try out and apply what they have learned immediately in practice.
 - **Diversity and Flexibility:** Different teaching methods and content should be offered to address the needs and learning styles of different teachers. In addition, training opportunities should be offered in different time frames or formats (online, face-to-face, short workshops, etc.).

- **Sustainable Support:** Teachers should also be supported after the trainings. This can be in the form of post-training counseling, sharing resources or providing additional materials. Ongoing support is essential for teachers to successfully apply what they have learned in their classrooms. For example, Geographic Information Systems (GIS) training on integrating technology and social studies topics and its sustainability is very important.
- **Evaluation and Feedback:** It is also important to evaluate the impact of the trainings and seek teachers' views. Feedback can contribute to improving future trainings.

Suggestions for Researchers

6. New studies can be conducted by expanding the questions in the created measurement tool to cover different dimensions.
7. Based on the topics that social studies teachers need a new education, working groups consisting of social studies teacher candidates, social studies teachers and academicians can be established within universities or National Education Directorates and studies can be carried out to structure the content of education on solution suggestions.
8. In general, the fact that social studies teachers perceive both their pre-service training as “moderately” adequate and their need for in-service training as “moderately” adequate suggests that further research can be conducted to determine whether the in-service trainings provided in the past and those to be provided in the future adequately address the needs of teachers on duty.

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Conflict of Interest

There is no personal or financial conflict of interest between the authors of the article within the scope of the study.

Author Contributions

Design of Study: SB(%50), EA(%50)

Data Collection: SB(%50), EA(%25), LD(%25)

Data Analysis: SB (%50), EA(%25), LD(%25)

Writing Up: SB (%50), EA(%25), LD(%25)

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Compliance with Ethical Standards

Conflict of Interest: The authors declare that they have no conflict of interest. In the form filled out when uploading the manuscript, Conflicts of interest can be against each other as well as the author or authors against 3rd parties. For this reason, the conflict-of-interest declaration form of the author or authors should be organized in such a way that all authors sign separately.

Ethics Committee Approval: This study was approved by the Ethics Committee decision of Eskişehir Osmangazi University dated 09.12.2020 and numbered 2020-23.