

The Efficacy Beliefs of Social Studies Teachers Candidates Regarding the Teaching-Learning Process

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Abstract

The aim of this study was to examine special field efficacy beliefs of social studies teacher candidates related to the teaching-learning process. It was focused on the areas of sub-competence of their own field who had been studying in social studies education section of education faculties at the final year; in addition, to determine whether these levels were changed in terms of variables of gender and type of education and what were the expectations of them. 360 volunteer social studies teacher candidates continuing education in final year selected from five universities, were the study group. To analyze the gathered data, descriptive statistics, correlations and t-tests were performed. Besides, content analysis was made to analyze the qualitative data. The findings indicated that there was a highly significant positive relation among the areas of sub-competence, besides female Social Studies Teacher Candidates (SSTC) and SSTC in evening education had significantly higher efficacy beliefs regarding the teaching-learning process. It was also found that SSTC who wanted some modifications towards the teacher training program that they received.

Keywords: pre-service Social studies teachers, efficacy belief, teaching-learning process

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Introduction

Teacher training programs' content, scope and objectives that are intended to be reached by the teacher candidates studying in faculties of education is of great importance, on the other hand teacher candidates' for whom these programs were implemented, reaching the teacher training program' goals or beliefs is a major importance. Teaching profession by its very nature is based on spiritual factors, so students who are trained in this direction must believe in that they can do this profession.

No matter how rich or heavy theoretical or practical knowledge is provided during the undergraduate education, it can be only observed in the performance of the profession. There are many factors that affect teachers' learning and teaching skills in the educational process. One of them is the beliefs intended for competences that they should have.

The concept of self-efficacy, developed by Albert Bandura, is one of the most basic concepts of Social Learning Theory which was changed as Social Cognitive Theory in 1986. In this theory, aspects of many what has been done are primarily shaped in thought. People's efficacy beliefs affect the types of their scenarios that they configure and rehearse for the future. People who have sense of high proficiency visualize successful scenarios that provide positive guidance and performance supporting. Those who doubt about their proficiency, visualize failure scenarios and stands on many things that can go wrong. It is difficult to achieve success while struggling with continuous self-doubt (Bandura, 1993).

Bandura (1995), revealed self-efficacy which distinguish people on matters of thinking, feeling, acting and self-motivating. Self-efficacy is their beliefs about what the individuals can do related to particular field. The low sense of self-efficacy is associated with stress, depression, helplessness and anxiety. Such individuals have low self-perception, also pessimistic about their success and personal development. A strong sense of efficacy facilitates the cognitive processes and performance in the various frames including effective decision making and academic achievement. In the case of behavior, self-efficacy can affect people's preferences for action. Motivation for levels of self-efficacy can enhance or undermine. People with high self-efficacy undertake an enterprise and do not avoid to resolve the similar problems and challenges. Individuals' self-efficacy beliefs are to determine the levels of motivation about how they would persevere to face with difficulties. The triumphs obtained in the face of difficulties indoctrinate a stronger belief to the person about ability to face difficulties. Bandura explains self-efficacy such as beliefs which functions as human motivation, a series of important proximal determinants of influence and action. These beliefs create a form of an action as a means of motivational, cognitive, and emotional processes (Bandura, 1989; Bandura, 1989:67). A higher level of perceived self-efficacy leads to higher level of targets that people set for themselves and to be affiliated with these goals at a higher level (Zulkosky, 2009).

The teacher (trainer) self-efficacy refers to individual beliefs about their ability to help students to learn. A teacher's efficacy belief is a judgment towards oneself related transport abilities to the desired goals even if there are reluctant students and including those with learning disabilities (Tschannen-Moran & Hoy, 2001). Beliefs related

individual efficacy in promoting and developing teaching by teachers, effect learning environments they create and the level of the academic process devoted to student success (Bandura, 1993). Social cognitive theory predicts that teacher's self-efficacy beliefs affect students' self-efficacy, action choices, perseverance, effort and success in the same way. Teachers with high self-efficacy beliefs develops inquiry activities, help to provide students success and are insistent on students with learning difficulties (Schunk & Pajares, 2009:38). In addition teachers' efficacy beliefs are also closely related to their behaviors in the classroom. Efficacy influences their efforts to develop education, trying to reach the goals and the levels of passion. Teachers who have a strong sense of efficacy tend to exhibit a higher level of organizing and planning. Furthermore, they are more open to new ideas and more willing to try new methods to better meet the needs of students. Efficacy beliefs effects teachers' resistance to confrontation setbacks and their persistence for solution-oriented if things do not go right. High efficacy level enables them to be less critical when their student do error, to work more with challenging students and to be less prone to direct the student with learning difficulties to special education. (Tschannen-Moran & Hoy, 2001).

Hoy (2000) revealed that expertise experiences gained through years of training and education was at top of the most powerful effects in the development of teaching efficacy. Therefore, the first years of teaching play a critical role on long-term development of teaching efficacy. Hoy, based on the work of Bandura, explained other factors that would affect on the teacher's sense of efficacy in two groups: vicarious experiences (one teacher may observe effective practices of another teacher, thus they feel more aware of himself and can be more successful to reach students applying these), social persuasion (in the school environment, it can be form of feedback emphasizing the effective educational behaviors or laudatory speeches).

Numerous studies indicate that there is a close relationship between student achievement and teachers' knowledge, skills and practices (Guyton & Farokhi, 1987; Hawk, Coble & Swanson, 1985). Therefore, what teachers know and perform is of great importance on what students can learn (Darling-Hammond, 2002). Ross (1992) examined effect of teachers' efficacy on student achievement (cognitive and academic skills) in his research with a group of seventh-and eighth-grade history teachers. After the application, it was observed that achievements of students was higher in classes whose teachers were more in contact with counselors who worked to develop teachers' efficacy and in which the students were more willing to participation in teaching event.

Increase of teacher' self-efficacy who live their early years in the profession is critically important for the student success in schools which especially need qualified, competent and confident educators (Elliott, Isaacs & Chugani, 2010). As stated by Goddard, Hoy & Hoy (2000), "To obtain and retain the most brilliant teachers is not enough, it is also required that these teachers should believe who successfully handle difficulties which may arise when pursuing their duties." Teacher candidates, who graduated with a low sense of efficacy, tend to have controlled routing, they've a pessimistic perspective towards student motivation, and they use the temporary rewards and punishments to make students study based on the solid-class regulations. Once engaged in the education of students, efficacy beliefs have also effect on behavior. Interns with high individual teacher efficacy, are evaluated in a more

positive way by the internship teacher on issues of lecturing, classroom management and behavioral inquiry (Saklofske, Michaluk, & Randhawa, 1988).

In the teaching process, the majority success or failure of teachers are based on their ability of instant decision-making with respect to the impact on students and managing classes. In order to be successful, the teacher should feel confident in point of capabilities such as reading and interpreting verbal or non-verbal communication of students, recognizing, reflecting and handling their own feelings, also helping students to overcome emotions and their experiences of classroom learning (Hoy, Hoy & Davis, 2009).

Social studies teachers, who work in the second stage of primary education, try to let the students gain various features through scientific knowledge and skills acquired the education they received. In order to make the students gain the specified knowledge, skills and values, it is required that social studies teachers are equipped with the necessary knowledge and skills about the quality and features of this field during their training in faculties of education. In this context, teacher candidates studying in the department of social studies education, take courses such as history, geography, psychology, philosophy, sociology and educational sciences (Demircioğlu, 2006). However, as a result of a four-year undergraduate education, do teacher candidates think to have qualifications required for the teaching profession? To use teaching skills more effectively, teachers need to have self-reliance, in other words they should have strong efficacy beliefs. Efficacy beliefs in a specific area of social studies teachers may not affect the other areas, those efficacy areas are: Organization and Planning of The Teaching Process, Teaching-Learning Process, Monitoring and Evaluation, Collaboration on School-Family and Community, Providing Professional Development. Teaching-Learning process area may be the most important of these areas because it is directly related to students. In this respect, this study was conducted for the purpose of putting forth about how they see themselves on the teaching-learning process related to the vocational fields of the teacher candidates studying social studies education section.

Sub-Competences related to Efficacy Area of Teaching-Learning Process

Sub-competences related to the Learning and Teaching process determined by taking of Studies Teacher Special Field Competences which were designated by Ministry of National Education into consideration. These include skills the knowledge of field and educating-teaching, method and regulation in order to make the teachers fulfill their duties effectively.

Sub-competence 1, To make students gain the consciousness of the protection and promotion of cultural heritage and basic elements and processes that constitute Turkish history and culture.

Sub-competence 2, To help students perceive the interaction of human, earth and environment.

Sub-competence 3, To get them comprehend the impact of economic activities and developments on societies.

Sub-competence 4, To make them gain the consciousness of understanding the democratic governance, and the people have responsibilities towards people, society and humanity because of their innate and acquired rights.

Sub-competence 5, To get them comprehend the importance of the basic principles that are based on Atatürk's principles and reforms and the meaning of the Turkish revolution, and its effects on the society's political, social, cultural and economic areas developments.

Sub-competence 6, To be able to make practices which take students who need special education and special needs into account.

Aim of the Study

This study aims to evaluate social studies teacher candidates' (SSTC) efficacy beliefs in relation to the teaching-learning process according to areas of sub-competences. The study addresses the following research questions:

1. How are the efficacy beliefs of social studies teacher candidates related to the teaching-learning process according to gender and education type variables?
2. How are the expectations of social studies teacher candidates about the learning-teaching process towards the teacher training program at the undergraduate level?

Method

Research Model

This study was carried out using the causal comparative research method. Because of the descriptive method generally used in educational research in order to learn about attitudes, beliefs and views of the selected group about a specific topic (McMillan and Schumacher, 2006) in this study, descriptive (survey) method was used as the basic research design. This study examines the beliefs levels and relationships between variables of gender, education type and correlations of sub-competences.

Participants

The number of ongoing students was 21849 in the department of Social Studies Education during the academic year of 2012–2013 in Turkey. The sample was selected by Purpose Sampling. Universities were selected that represents different regions of the country. During the 2012–2013 academic year, of all the 360 participants, 159 were female (44.2%) and 201 were male (55.8%) final year students in social studies education section at the faculties of education of the selected five universities (Çukurova University, Gazi University, Akdeniz University, Muğla Sıtkı Koçman University and Niğde University), located in the central and southern part of Turkey. according to education type, of the entire participant, 199 were (55.3%) in daytime education and 161 were (44.7%) in evening education.

Instruments

Inventory of Social Studies Teacher Candidates' Efficacy Beliefs Regarding Teaching-Learning Process (ISSTCEBRTLTP): The inventory –developed by researchers- was designed to determine actual candidates' beliefs in accordance with competencies that are revealed by Turkish Ministry of National Education. The inventory consists of five sub-areas each of which has its own factors: These areas are described above. (For example, sub-competence area 1's item: "I can make

students realize the change and continuity of basic elements of Turkish history and culture.”, sub-competence area 2’s item: “I can make students gain the skill of spatial perception.”, sub-competence area 3’s item: “I can make them to recognize the structure, features of the economy and the factors affecting the economy.”, sub-competence area 4’s item: “I can make them to comprehend the basic principles of democracy and democratic governance approach.”, sub-competence area 5’s item: “I can make them to comprehend the basic principles based on Atatürk's Principles by presenting the examples.”, sub-competence area 6’s item: “I can do the planning to ensure social development of students who need special education and special needs.”) The inventory consists of 46 items and 1-5 Likert rating scale. High marks taken from each sub-competence area indicate the presence of those candidates’ beliefs. In addition, there is a chapter attempting to measure candidates' desires towards their probable deficiencies in the last part of the scale. (For example, an open-ended item for qualitative data: “At the undergraduate level, to which subject or courses do you want to be given weight to find solutions for some deficiencies that you stated in items.”)

In the process of test construction, factors of test were generated based on experts' opinion and it was made foreground application. For the validity, factor analysis was administered. Kaiser-Meyer-Olkin Measure of Sampling Adequacy was found .92 as *ISSTCEBRTLTP*. The factor loads of the inventory changed from .44 to .72. As for the reliability, Cronbach Alpha reliability coefficient was found to be .94 as *ISSTCEBRTLTP*.

Data Analysis

Quantitative and qualitative analysis were used for the analysis of the results. Descriptive statistics and comparison analysis were used for quantitative data analysis. The results were analyzed using the IBM SPSS 20.00. Quantitative data were analyzed using the independent sample t-test, Pearson correlation coefficient and descriptive statistics. Qualitative data were analyzed using the content analysis. Data obtained from two data sets were analyzed in comparison.

Results

1. How are the efficacy beliefs of social studies teacher candidates related to the teaching-learning process according to other variables?

Table 1. Descriptive Statistics and Correlations of the Sub-Competences Regarding Teaching-Learning Process

<i>Sub-Competences</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>M</i>	<i>SD</i>
1							3.96	.84
2	.688*						4.03	.79
3	.550*	.652*					4.00	.82
4	.612*	.732*	.637*				4.10	.78
5	.544*	.529*	.441*	.589*			4.08	.88
6	.364*	.457*	.429*	.543*	.360*		3.89	.95

**p<.01.

Means and standard deviations are given as well as the correlation coefficients among areas of sub-competences for the teaching-learning process in Table 1. As seen in Table 1, there are good levels of beliefs in each area and positive correlations among all sub-competences. Looking at means, it was observed that positive beliefs at the highest level were in the fourth area while the lowest level in the sixth area. Looking at items one by one, candidates felt themselves most competent about this item: “I should be careful to be democratic and tolerant about my daily communications and teaching process (M=4.48)” and most incompetent items: “I can cooperate with relevant institutions and organizations by preparing projects in order to identification of fundamental rights and responsibilities (M=3.63)”, “I can guide my colleagues in the preparation of projects introducing and adopting democracy (M=3.64)”, “I can make students create ideas for the future and to produce solutions in cooperation with institutions and organizations towards problems encountered in interaction of human, place and environment (M=3.69)”.

As a result of analysis, it is seen that there was a highly significant positive relationship between fourth area of sub-competence (To make them gain the consciousness of understanding the democratic governance, and the people have responsibilities towards people, society and humanity because of their innate and acquired rights) and second area of sub-competence (To make students perceive the interaction of human, earth and environment), and there were medium level positive meaningful relationships among the other sub-competencies.

Considering the fact that areas of sub-competences related to teaching-learning process are supplementary each other, it was found that positive relationship appeared among these sub-competences that directly relate to each other, was regarded as an expected point.

Table 2. SSTC’ Mean Scores of Sub-Competence Areas according to Gender and t-test results

<i>Sub-Competences</i>	<i>Gender</i>	<i>n</i>	\bar{X}	<i>S</i>	<i>t</i>	<i>p</i>
1	F	159	32.21	4.12	1.913	.057
	M	201	31.29	4.95		
2	F	159	28.55	3.52	1.514	.131
	M	201	27.94	4.03		
3	F	159	24.19	2.98	.793	.428
	M	201	23.93	3.26		
4	F	159	50.22	5.68	2.804	.005*
	M	201	40.43	6.28		
5	F	159	25.16	3.92	2.857	.005*
	M	201	23.94	4.12		
6	F	159	27.98	4.93	2.319	.021*
	M	201	26.68	5.54		
Total	F	159	188.34	19.85	2.722	.007*
	M	201	182.23	22.13		

* $p < .05$. M (Male), F (Female)

In comparing the sub-competences beliefs related to the teaching-learning process according to gender of SSTC, the results of the t test for independent samples (Table 2) were examined, it was observed that there was no statistically significant difference in dimensions of sub-competence 1, sub-competence 2 and sub-competence 3 according to gender variable.

It was observed that there was a statistically significant difference according to gender in the area of sub-competence 4 [$t_{(358)}=2.804$; $p<.005$]. Looking at the arithmetic average scores, it was observed that the difference was in favor of female SSTC. This finding could be interpreted as the efficacy beliefs of female SSTC were more positive when compared the male SSTC relating to the sub-competence 4.

It was observed that there was a statistically significant difference according to gender in the area of sub-competence 5 (To be able to get them comprehend the importance of the basic principles based on Atatürk's principles and reforms with the meaning of the Turkish revolution, its effects on the development of the society's political, social, cultural and economic areas) [$t_{(358)}=2.857$; $p<.005$]. Looking at the arithmetic average scores, it was observed that the difference was in favor of female SSTC. This finding could be interpreted as efficacy beliefs of female SSTC were more positive when compared with the male SSTC relating to the sub-competence 5.

It was observed that there was a statistically significant difference according to gender variable in the area of sub-competence 6 [$t_{(358)}=2.319$; $p<.021$]. Looking at the arithmetic average scores, it was observed that the difference was in favor of female SSTC. This finding could be interpreted that efficacy beliefs of female SSTC were more positive when compared with the male SSTC relating to the sub-competence 6.

When sub-competence areas were examined in conjunction with all dimensions, it was observed that there was a statistically significant difference according to their gender in the sub-competences beliefs related to the teaching-learning process of SSTC [$t_{(358)}=2.722$; $p<.007$]. Looking at the arithmetic average scores, it was observed that the difference was in favor of female SSTC. This finding could be interpreted that sub-competences beliefs related to the teaching-learning process of female SSTC were more positive than male SSTC.

Table 3. SSTC' Mean Scores of Sub-Competence Areas according to Education Type and t-test results

<i>Sub-Competences</i>	<i>Education</i>	<i>n</i>	\bar{X}	<i>S</i>	<i>t</i>	<i>p</i>
1	D	199	31.23	4.49	2.163	.031*
	E	161	32.28	4.72		
2	D	199	27.84	3.54	2.005	.046*
	E	161	28.65	4.11		
3	D	199	23.81	2.90	1.535	.126
	E	161	24.32	3.40		
4	D	199	48.67	5.56	1.920	.056
	E	161	49.90	6.62		
5	D	199	24.15	3.93	1.740	.083
	E	161	24.90	4.22		
6	D	199	27.16	4.85	.370	.711
	E	161	27.37	4.22		
Total	D	199	182.88	18.99	1.982	.048*
	E	161	187.45	23.74		

* $p < .05$. D (Daytime Education), E (Evening Education)

In comparing the sub-competences beliefs related to the teaching-learning process according to education type of SSTC, the results of the t test for independent samples (Table 3) were examined, It was observed that there was a statistically significant difference according to education type in the area of sub-competence 1 [$t_{(358)}=2.163$; $p < .031$]. Looking at the arithmetic average scores, it was observed that the difference was in favor of SSTC studying in evening education. This finding could be interpreted as efficacy beliefs of SSTC studying in evening education were more positive than SSTC studying in daytime education relating to the sub-competence 1.

It was observed that there was a statistically significant difference according to education type in the area of sub-competence 2 [$t_{(358)}=2.005$; $p < .046$]. Looking at the arithmetic average scores, it was observed that the difference was in favor of SSTC studying in evening education. This finding could be interpreted as efficacy beliefs of SSTC studying in evening education were more positive than SSTC studying in daytime education relating to the sub-competence 2.

It was observed that there was no statistically significant difference in dimensions of sub-competence 3, sub-competence 4, sub-competence 5 and sub-competence 6 according to the education type variable.

When sub-competence areas were examined in conjunction with all dimensions, It was observed that there was a statistically significant difference according to their education type in the sub-competences beliefs related to the teaching-learning process of SSTC [$t_{(302.95)}=1.982$; $p < .048$]. Looking at the arithmetic average scores, it was observed that the difference was in favor of SSTC studying in evening education. This finding could be interpreted as sub-competences beliefs related to the teaching-learning process of SSTC studying in evening education was more positive than the SSTC studying in daytime education.

2. How are the expectations of social studies teacher candidates related to their deficiencies about the learning-teaching process towards the teacher training program at the undergraduate level?

At the end of the inventory about the teaching and learning process, study group was asked to write their expectations related to teacher training program that they received. 100 participants from study group were randomly selected for content analysis.

Table 4. SSTC' Expectations about the Teacher Training Program They Received (N=100)

<i>Theme</i>	<i>Codes</i>	<i>F(%)</i>
Related to the program	In the program, I want that practical courses should be given weight rather than theoretical courses.	20
	I would like that the Special Education course should be given weight and I want this course to be more application oriented.	19
	The educational science courses should be given weight such as Child Psychology, Developmental Psychology, Special education, Instructional Methods and Techniques, Counseling, Measurement and Evaluation.	14
	I want the internship should be elevated to two or more years.	13
	I want the lessons include recent history issues.	7
	I want the courses such as Elocution, Problem Solving, Communication and Empathy and Student recognition techniques be included in the program.	6
	I want the Communication courses more.	5
	It should be explained how we can express ourselves and how we can understand the others in college.	4
	An opportunity should be provided to increase the number of elective courses and give a variety for them.	3
	I think the core courses such as History and Geography should be given weight.	3
	I would like to increase the amount of courses such as Citizenship, Turkish Culture, Law and Communication.	1
	I want to increase counseling services for students in college.	1
	I would like to increase the amount of vocational knowledge courses as well as field courses.	1
	I want the new courses that include new technologies should be given place.	1
	I think the International Relations course should be given.	1
	I want the educational science course should be given specific to the field of social studies education.	1

In table 4, it is shown that modifications are expected by SSTC towards to the teacher training program in Social Studies section. According to the results of the content analysis, responses are concentrated on the first four items as shown above (66%). Social studies teacher candidates primarily complained about the presence of the theoretical course, in contrast they asked for more practice-oriented courses. Secondly,

they found themselves inadequate in the field of Special Education and want this course to be more application oriented. Thirdly they want the educational science courses such as Child Psychology, Developmental Psychology, Special education, Instructional Methods and Techniques, Counseling, Measurement and Evaluation must be given weight.

In fourth line, some of SSTC wanted the internship must be elevated to two or more years. Apart from these, they wanted some issues such as recent history, elocution, problem solving, communication, empathy and student recognition techniques must be included in courses (18%). Additionally, SSTC stated their expectations for some other matters as shown above (16%).

Discussion

Many researchers have examined the impact of self-efficacy on the profession of teaching from different perspectives. Looking at these researches, it is observed that researches regarding teacher efficacy have increased in recent years. The reason of addressing the teacher candidates' efficacy beliefs by many researchers is a direct effect to the teaching-learning process related to the profession efficacy beliefs. Teachers' efficacy beliefs affect both student achievement and their vocational success (Bandura, 1993; Guskey, 1988; Stein & Wang, 1988; Ross, 1992; Midgely, Feldlaufer & Eccles, 1989). Teachers' self-efficacy beliefs contribute significantly to students' academic achievement and job satisfaction (Caprara et al., 2006). Dönmez & Avcı (2012) showed that social studies teacher candidates seemed to trust themselves about being good models to their students, believe themselves sufficient about how they used strategies that could lead to positive change in the student's character. Results of our study demonstrated that social studies teacher candidates had an upper-average efficacy beliefs regarding the teaching-learning process in all sub-competences (means=3.96-4.03-4.00-4.10-4.08-3.89) (Table 1). This result indicates that the social studies teacher candidates think that they can perform their profession in a good way. In other words, teacher candidates participating in the study see themselves adequate in teaching-learning process, and it shows that they trust in their knowledge and skills. However, the gathered findings from the qualitative dimension are supporting the opinion that the teacher training program they received is not sufficient for SSTC.

In this study, statistically significant difference was found according to gender. There was a statistically significant difference according to gender in the area of sub-competence 4, 5, 6 and in summed score in favor of female SSTC (Table 2). On the contrary, some studies showed that there was no significant difference between gender and self-efficacy (Akbaş & Çelikkaleli, 2006; Çakıroğlu, Çakıroğlu & Bone, 2005; Şahin-Taşkın & Hacıömeroğlu, 2010). Demirtaş et al. (2011) concluded that pre-service teachers had a positive attitude towards the profession and male candidates perceived themselves more competent than female candidates. However, efficacy beliefs related to the teaching-learning process of female SSTC was more positive to male SSTC in this study. The reason for this may be that earlier studies made in different branches. In social studies branch, teacher candidates find themselves more adequate. Demirtaş et al (2011) revealed that self-efficacy beliefs of pre-service teachers did not differentiate according to the variable of education type. On the contrary, it was observed in this study that efficacy beliefs of SSTC studying

in evening education were more positive than SSTC studying in daytime education. The higher belief levels on self-efficacy of female SSTC and SSTC in evening education can be explained as the female teacher candidates are diligent in comparison to male and the evening education students are zealous compared to the daytime education students, in general.

Teacher Practice course plays an important role in the development of teacher candidates' efficacy beliefs. Hoy (2000) also emphasized the importance of vicarious experiences on teacher efficacy; it was consistent with qualitative findings of the study. SSTC asked for more practice-oriented courses and wanted that internship must be elevated to two or more years. The reason for this may be that teaching profession is implementation oriented by its very nature.

According to the qualitative findings, SSTC felt inadequate on special education at most. This finding was parallel to the previous research results. Some studies showed that teachers' self-efficacy beliefs were affected by their students' disability, there was a relationship between the increase in academic achievement of students with learning difficulties and the increase of teachers' self-efficacy beliefs; teachers could develop a sense of inadequacy when they felt that they could not solve the problems of students' disability (Ashton & Webb, 1986; Schachar & Schmuclivitz, 1997; Dembo & Gibson, 1985).

Teacher candidates' efficacy beliefs towards their profession have great influence on their teaching abilities. Before becoming experienced in the profession, providing effective learning experiences to their students is usually effective. In addition to other branches of teaching, social studies teaching may be the most often associated field with individual psychology due to the its structure. Social Studies teacher candidates' higher efficacy beliefs associated with their profession on teaching-learning process may mean that they will perform their profession better. Even if SSTC had high efficacy beliefs, they would like to make several modifications towards the teacher training program they received. When selecting courses for social studies education sections, the qualitative results of this research will be useful in particular.

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