MEVLANA INTENATIONAL JOURNAL OF EDUCATION

ISSN: 2146-7951



Volume 3, Issue 2
August 2013

MEVLANA ÜNİVERSİTESİ

Mevlana Intenational Journal of Education (MIJE)

Volume 3, Issure 2
August 2013

MIJE is indexed in Turkish Educational Index, ASOS index, Index Copernicus, EBSCO Pub, Educational Research Abstracts (ERA), Aniji, DOAJ, Directory of Research Journals Indexing (DRJI) and ERIC (Published articles in MIJE are indexed by ERIC which is accepted by ERIC reviewers. Articles which are indexed by ERIC indicated in the table of contents in relevant issue)

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Mevlana International Journal of Education (MIJE)
Vol. 3(2), pp. 157-169, 1 August, 2013
Available online at http://mije.mevlana.edu.tr/
http://dx.doi.org/10.13054/mije.13.46.3.2

The Attitudes of Pre-Service Social Studies Teachers' towards Teaching Profession and Their Self-Efficacy about Using Instruction Materials

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Article history
Received:
17.07.2013

Received in revised form:
30.07.2013

Accepted:
31.07.2013

Key words:
Social studies, pre-service teachers, teaching profession, attitude, instruction material, self-efficacy.

In this study, the attitudes of the pre-service social studies teachers to their teaching professions and their own perceptions towards the use of instruction materials have been determined; the relation between their attitude and own perception of self-sufficiency has been examined and the parameters such as university, gender and studying varieties have also been tried to be determined. The working group of this research that handled in survey model was consisted of 352 pre-service social studies teachers who have already taken "Instruction Technologies and Material Design" course. While analyzing the received data two way MANOVA and correlation analysis techniques were used. As a result of the research it was determined that the attitudes of the pre-service social studies teachers towards the teaching profession are positive; their perceptions towards the use of instruction materials are high and there is an intermediate positive relation between their attitudes towards the teaching profession and their perception of self-sufficiency towards teaching. It has been stated that the role of the gender is significant towards the attitude to teaching profession and teachers' own perception of self-sufficiency about the use of instruction materials; the role of studying varieties and university is insignificant.

Introduction

In education no matter how well the targets are defined and how functional the contents of the course are chosen and organized, the deterministic factor in the achievement of the goals of education is the teachers (Sakaoğlu, 1998; Üstüner, 2006; Bulut, 2009). The studies carried out on the virtues of the teachers proves that the most important factors for their success in their occupation are their attitudes towards their occupation and their self-efficacy perceptions (Çakır, Kan and Sünbül, 2006; Erawan, 2011). According to Allport (1935) the attitude is sentimental and mental readiness which has a directional or the dynamic effect upon the reactions of the person against all the related objects and situations which occur as a result of the life and experiences (quoted by. Tavşancıl, 2006: 65). Ajzen (2005) states that attitudes are the prime indicators of the intentions of a person to show a reaction (quoted by Cullen&Greene, 2011: 31). The attitudes with their cognitive, sentimental and behavioral dimensions are the determinants of most of the behaviors (Pehlivan, 2008), and

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although not observed they had a significant effect upon feelings such as the love and, hatred and behaviors of the people (Bulut, 2009). The success in teaching profession which requires patience, self-sacrifice and continues work is highly dependent upon the positive and attitudes towards the teaching profession (Kaya and Büyükkasap, 2005). The teachers are expected to acquire the positive attitudes towards their environments and the social values as well as the knowledge and skill required by the profession (Başbay, Ünver and Bümen, 2009). The positive attitudes towards the teaching profession is very important in the consistence of the behaviors of the pre-service teachers when they start their profession and their success throughout their careers and reflect how they perceive the teaching profession (Terzi and Tezci, 2007, Pehlivan, 2008).

There is profound literature related to the attitudes of the pre-service teachers toward the teaching profession. Çapri and Çelikkaleli (2008) determined that that gender has a significant influence upon the attitude of the pre-service teacher towards the teaching profession while the effect of the program and the faculty were found to be insignificant. Doğan and Çoban (2009) as result of the study they carried out upon the final year students of the Education Faculties found that the attitudes of the pre-service teachers towards the profession were positive, their anxiety levels were low and there was a low but significant negative correlation between their anxiety levels and their attitudes towards the teaching profession. Bulut (2009), determined that the attitudes of the pre-service teacher towards the teaching profession is positive, and do not differ according to university or the gender factors but there is a significant difference as regards to department. Demirtaş, Cömert and Özer (2011), reported that the attitudes of the pre-service teachers with different gender studying in different departments and subjects toward teaching profession were positive and do not show a significant change.

Pajares (1992) stated that the beliefs cannot be directly observed and they can only be judged from the things the people say and the things they do. Due to the relation of attitude with beliefs and behaviors, any change in attitude will change the belief-behavior relation as well. That is why the studies made on the self-efficacy beliefs are very important as regard to elucidation of the attitudes and the behaviors they cause (quoted by. Çapri and Çelikkaleli, 2008). Bandura (1997) describes the self-efficiency concept as the belief and judgment of the person about his/her capacity to accomplish a certain task (Bandura, 2006: 4). The self-efficacy conception is very important since it affects the behaviors and is an important indicator of the real performance of the people, the amount of afford they are prepared to give to accomplish a certain job and the behavioral choices to achieve a goal (Dede, 2008). The self-efficacy conception forms a base for the motivation, happiness and the personal accomplishment for the people (Çuhadar and Yücel, 2010). According to Zimmerman (1995) the students with high self-efficacy exert more efforts during the course, are much more insistent to accomplish something and have much higher academic achievement. The self-efficacy conception generally appears in special fields. One of the most important one among these fields is the self-efficacy of teacher. The self-efficacy conception of a teacher has been described as "the belief of the teacher in his/her capacity to effect the performance of the students" by Tschannen-Moran, Woolfolk-Hoy&Hoy (1998) (quoted by Kurt, 2012). The self-efficacy conception is an important component of teacher training programs and the determination of the development of this virtue, its structure and the factors contribute to the establishment of a powerful and positive self-efficacy conception are of great importance for the preparation of effective educational programs (Pajares, 1997: 18). The self-efficacy conception described as regards the teacher as the knowledge, skills and the attitudes of in order to accomplish the task and responsibilities of the teaching profession (Demirtaş, Cömert and Özer, 2011: 99). According to Bandura (1997) the self-efficacy conception is the factor

which directly effects their accomplishments in the classroom. There are so many studies which indicate the relations between the self-efficacy conception and the implementation of the new educational technologies in the classroom, allocating a sizable time for the education, preventing the undesirable behavior in the classroom, being furnished with the classroom management skills and the loyalty to the teaching profession (Demirtaş, Cömert and Özer, 2011). Some of the studies in the literature are as follows: Yaman (2007) investigated the self-efficacy conception of the Turkish language teachers for the use of the technology during the course; Özdemir (2008) dwelled upon the self-efficacy conception of the primary school teachers about the teaching process; Kaya et. al (2011) studied the self-efficacy levels of the computing technologies pre-service teachers in their pedagogic field knowledge and Topkaya (2010) self-efficacy conception of English language pre-service teachers of their computing and general skills, Usta and Korkmaz (2010) elucidated the self-efficacy conceptions of the pre-service teachers about the use of computer and technology and their attitudes towards their education, Akay and Boz (2011) concentrated on the self-efficacy conceptions of the primary school pre-service teachers towards mathematics and the relation between the teachers self-efficacy conceptions, Aydın, Doğan and Kınay (2012) evaluated the opinions of the pre-service teachers for the use of technology in education and material design and Aksan and Sözer (2012) enlightened the self-efficacy conceptions of the primary school teachers for the use of educational materials.

The attitudes of the teachers and their behaviors in the classrooms are very important for the education and the academic accomplishments of the students. There is an important interaction between the attitudes, beliefs and the behaviors (Çapri and Çelikkaleli, 2008). Therefore it is expected that there should be an interaction between the attitudes towards the teaching profession and the self-efficacy conceptions of using teaching materials. One of the most important issues in modern education is the skills to use the teaching materials in an efficient manner (Yeşil, 2009; Korkmaz, 2011). The contribution of the teaching materials to the teaching and learning process is closely related to the capacity of the teacher to effectively design and use them (Heinich et al., 2002; Cengizhan, 2011; Korkmaz, 2011). In order the teachers to have this capacity they should have a sound knowledge about the functions of these materials in educational media, their weak and strong points, the principles which should be taken when preparing these materials, their benefits and disadvantages. The teachers should acquire these skills not in informational level but also in application, design and evaluation level whch will be very beneficial for their future careers in designing the educational materials (Şahin and Yıldırım, 1999; Gündüz and Odabaşı, 2004; Cengizhan, 2011; Korkmaz, 2011).

The goal of the study

The efficiency of the teacher training programs is evaluated by the positive attitudes of their graduates towards the teaching profession and high self-efficacy conceptions (Çakır, Kan and Sünbül, 2006). That is why the basic variables taken in this study were the attitude towards the profession and the self-efficacy conceptions for the use of teaching materials. The studies for the elucidation of the relation between the attitudes of the pre-service teachers towards the teaching profession and their self-efficacies to utilize the teaching materials of according to various variables are very limited (Köseoğlu and Soran, 2005; Korkmaz, 2011; Aydın, Doğan and Kınay, 2012; Aksan and Sözer, 2012). The goal of this study is to determine the attitude of the social studies pre-service teachers towards the teaching profession and their self-efficacy conception for the use of teaching materials. On this context the following questions were answered:

(1) How are the attitudes of the social studies pre-service teachers towards the teaching profession?
(2) How are the self-efficacy conceptions of the social studies pre-service teachers for the use of educational materials?
(3) How do the gender, the type of education and the university, affect the attitudes of the social studies pre-service teachers towards the teaching profession and their self-efficacy conceptions for the use of educational materials?
(4) Is there any relation between the attitudes of the social studies pre-service teachers towards the teaching profession and their self-efficacy conceptions for the use of the education materials?

Method

The research model

The study was carried out according to a survey model where the interest, knowledge, skills and attitudes of the related people are determined (Büyüköztürk et al., 2008).

Working group

The research group of this study was constituted by 352 students studying in the Social Studies Departments of Gazi, Black Sea Technical, Kastomonu and Ahi Evran universities who took the "Instruction Technologies and Material Design" course through their education departments. Among these number 176 of them are male (50%) and 176 are female (50%). The distribution of the participants according to the respected universities stated acove are as follows: 97 (27.6%) of them were from Gazi, 73 (20.7%) of them were from Kastamonu, 98 (27.8%) of them were from Black Sea Technical and 84 (23.9%) of them from Ahi Evran Universities. 197 of the participants were following the normal and 155 of them were following the night educations.

Data collection tools

The attitude scale towards the teaching profession: The attitudes of the social studies pre-service teacher towards the teaching profession were determined with the use of "The Attitude Scale towards the Teaching Profession" developed by Çetin (2006). The 5 choice likert type scale contains 20 positive and 15 negative totals of 35 items. The scale was constituted by three factors as liking (22 items), value (8 items) and fitting (5 items). The general internal reliability coefficient was found to be α=0.95 as a result of reliability and validity studies. The total reliability coefficient was α=0.95 for liking, α=0.81 for value and α=0.76 for fitting factors. These values were found to be α=0.94 for the total reliability α=0.93 for liking, α=0.82 for value and α=0.74 for fitting factors respectively in this study.

The self-efficacy scale for the use of teaching materials: The self-efficacy levels of the history pre-service teachers for the use of teaching materials were determined by the use of "The Self Efficiency Scale for the Use of Teaching Materials" developed by Korkmaz (2011a). The scale was 5 choice likert type survey constituted by three sub factors and 23 items mainly "message design (10 items)", "usage (6 items)", and "visual design (7 items)". The reliability factor or the Cronbach Alpha value for this scale was found to be α=0.822. The Cronbach Alpha values for the sub factors were observed to change between α= 0.620 and α=0.835 (Korkmaz, 2011a). The reliability factor for the analysis of this study was found to

be α=0.950. The reliability factors for the sub structures were α=0.902 for the message design, α=0.810 the usage and α=0.902 for the visual design.

The analyses of the data

The dependent variables of the study were the attitude scale towards the teaching profession and the self-efficacy conceptions for the use of teaching materials while the university studied (Gazi, Kastamonu, Black Sea Technical and Ahi Evran), gender (female or male) and type of education (normal or night educations) were taken as the independent variables. The effect of two or more independent variables on more than one dependent variables requires the use of two way MANOVA analyses. In order to satisfy the basic assumptions of MANOVA the Box's Test which test the equality of the covariance matrices was used and it was concluded that the covariance matrices were equal [$F_{(39\text{-}59389)}$=1.264, p>.05]. In order to control that every dependent variable satisfy the variance equality according to the groups in the independent variables levene test was employed. The variance equation was found to be satisfied for the attitude towards the teaching profession [$F_{(13\text{-}338)}$=1.374, p>.05] and the self-efficacy conception for the use of teaching materials[$F_{(13\text{-}338)}$=.958, p>.05] and it was found that the basic assumptions of MANOVA are met. In order to determine the origin of the difference between the groups two way MANOVA analysis Bonferroni Test was applied and the relation between the attitudes towards the teaching profession and the self-efficacy for the use of the teaching material was evaluated by the use of Pearson moments product coefficient. The data were analyzed with SPSS 15.0 statistical software at a significance level of .05.

Findings

The results obtained as a result of data analysis were presented as the arithmetic mean and standard deviation values of the attitude of the pre-service social studies teachers towards the teaching profession and the their efficacies for the use of educational materials which was determined by two way MANOVA variance and correlation.

Table 1: The mean and the standard deviation values of the attitudes of the social studies pre-service teachers according to the university studied, gender and type of education

Dependent variable	Independent variables					
	University	Gender	Education type	N	$\overline{X}$	S
Attitude towards the teaching profession(ATTTP)	Gazi University	Female	Normal	22	150.18	16.91
			Night	35	138.40	23.01
			Total	57	142.94	21.49
		Male	Normal	22	128.41	27.35
			Night	18	144.94	14.68
			Total	40	135.85	23.79
		Total	Normal	44	139.29	25.02
			Night	53	140.62	20.64
			General total	97	140.02	22.62
	Kastamonu University	Female	Normal	36	139.78	17.44
			Night	-	-	-
		Male	Normal	37	129.92	20.83
			Night	-	-	-
		Total	Normal	73	134.78	19.73
			Night	-	-	-
			General sum	73	134.78	19.73
	Black Sea Technical University	Female	Normal	27	146.30	22.39
			Night	18	134.72	21.42
			Total	45	141.66	22.50

	Male	Normal	31	139.71	20.13
		Night	22	138.23	17.24
		Total	53	139.09	18.82
	Total	Normal	58	142.77	21.28
		Night	40	136.65	19.05
		General suma	98	140.27	20.52
Ahi Evran University	Female	Normal	10	142.10	23.50
		Night	28	142.54	23.35
		Total	38	142.42	23.071
	Male	Normal	12	142.42	23.07
		Night	34	137.92	17.19
		Total	46	136.32	20.21
	Total	Normal	22	139.81	19.89
		Night	62	138.82	22.37
		General sum	84	139.08	21.63

According to the table the attitudes of the social studies pre-service teachers are positive. The highest and lowest mean attitude points scored by the social studies pre-service teachers belonged to the female and male pre-service teachers studying in Gazi University with $\overline{X}$ =150.18 and $\overline{X}$=128.41 respectively. Table 3 lists the multiple comparison results showing the effect of the independent variables upon the dependent variables.

Table 2: The mean ad standard deviation values of the self-efficacy conception of the social studies pre-service teachers for the use of instruction materials according to the university, gender and the type of education

Dependent variable	Independent variables					
	University	Gender	Education type	N	$\overline{X}$	S
The self-efficacy conception of the social studies pre-service teachers for the use instruction materials	Gazi University	Female	Normal	22	86.83	7.30
			Night	35	83.27	8.60
			Total	57	84.65	8.24
		Male	Normal	22	78.02	12.72
			Night	18	84.63	9.12
			Total	40	81.00	11.60
		Total	Normal	44	82.43	11.17
			Night	53	83.74	8.72
			General sum	97	83.14	9.88
	Kastamonu University	Female	Normal	36	83.35	9.14
			Night	-	-	-
		Male	Normal	37	79.38	9.39
			Night	-	-	-
		Total	Normal	73	81.35	9.42
			Night	-	-	-
			General sum	73	81.34	9.42
	Black Sea Technical University	Female	Normal	27	82.60	10.49
			Night	18	81.49	7.41
			Total	45	82.16	9.30
		Male	Normal	31	80.92	9.73
			Night	22	75.29	12.62
			Total	53	78.58	11.26
		Total	Normal	58	81.70	10.03
			Night	40	78.08	10.93
			General sum	98	80.23	10.51
	Ahi Evran University	Female	Normal	10	83.91	11.61
			Night	28	84.78	9.74

Male	Total	38	84.55	10.11
	Normal	12	76.23	10.79
	Night	34	80.46	7.37
	Total	46	79.35	8.47
Total	Normal	22	79.72	11.58
	Night	62	82.41	8.72
	General sum	84	81.70	9.55

According to table 2 the groups with the highest and lowest self-efficacy mean scores for the use of instruction materials were the female students studying in the normal education in Gazi University and the male students studying in the night education in Black Sea Technical University with $\overline{X}$=86.83 and $\overline{X}$=75.29 respectively. The results of the multiple comparison tests showing the main effects of the independent variables upon the dependent variables are tabulated in Table 3.

Table 3: The results of the multiple comparison test

Origin of the variance	Multi variable Test	value	sd1	sd2	F	p	n^2
University		.973	6	674	1.526	.167	.013
Gender		.954	2	337	8.150	.000	.046
Education type		.998	2	337	.273	.761	.002
University*Gender	Wilks' Lambda	.994	6	674	.347	.912	.003
University*Education type		.984	4	674	1.380	.239	.008
Gender*Education type		.985	2	337	2.637	.073	.015
University*Gender*Education type		.968	4	674	2.731	.028	.016

The Wilks' Lambda results given in Table 3 show that the interactions of gender [Wilk's Lambda (λ)=0.954, $F_{(2\text{-}337)}$ = 8.150; p <.001] and university*gender*education type [Wilk's Lambda (λ) = 0.968, $F_{(4\text{-}674)}$ = 2.731, p< .05] have an effect upon attitude towards the teaching profession and the self-efficacy of the pre-service teachers for the use of the instruction materials. The fact that the effects of some of the independent variables upon the dependent variables are not significant but there was a sizeable effect of three independent variables upon two dependent variables, made the separate investigation of these sub-dimensions necessary. Table 4 lists the results of the variance analysis of the effect of each independent variable upon each dependent variable according to their significance levels and dimensions of the effects.

Table 4: Variance analysis results

Source	**Dependent variable**	**Squares total**	**sd**	**Mean squares**	**F**	***p***	**n^2**
University	Attitude towards the teaching profession(ATP)	1650.833	3	550.278	1.266	.286	.011
	The self-efficacy conception towards the use of education materials (SETUED)	452.384	3	150.795	1.623	.184	.014
Gender	ATP	1973.196	1	1973.196	4.539	.034	.013
	SETUED	1427.790	1	1427.790	15.368	.000	.043
Education type	ATP	169.054	1	169.054	.389	.533	.001
	SETUED	3.363	1	3.363	.036	.849	.000
University *Gender	ATP	441.109	3	147.036	.338	.798	.003
	SETUED	87.192	3	29.064	.313	.816	.003
University *Education type	ATP	938.035	2	469.018	1.079	.341	.006
	SETUED	424.548	2	212.274	2.285	.103	.013
Gender *Education	ATP	2160.920	1	2160.920	4.971	.026	.014
	SETUED	136.810	1	136.810	1.473	.226	.004

type							
University *Gender *Education type	ATP	2364.188	2	1182.094	2.719	.067	.016
	SETUED	626.117	2	313.058	3.370	.036	.020
Error	ATP	146927.304	338	434.696			
	SETUED	31403.099	338	92.909			
Total	ATP	6938065.000	352				
	SETUED	2379339.887	352				

Table 4 shows that gender do not have a significant effect upon the attitude towards the teaching profession [$F_{(1-338)}$=4.539. p <.05, η^2=.013] and self-efficacy conception for the use of the instruction materials [$F_{(3-338)}$=15.368, p <.001, η^2=.043]. The variable of gender explains the 1% of the total variance in the attitude of the pre-service teachers towards the teaching profession and 4% of the variance in their self-efficacy conceptions for the use of the instruction materials. Since the number of groups was not more than two the differences of the mean points of attitude towards the teaching profession were directly taken. The difference was 5.589 in favor of the female students. The difference in the mean points of the self-efficacy conceptions for the use of the educational materials was 4.473 in favor of the female students. According to table 4 the effect of the gender*education type interaction upon the attitude towards the teaching profession is significant [$F_{(1-338)}$=4.971, p<.05, η^2=.014]. The gender*education type interaction explains 1% of the variance in the attitude of the pre-service teachers towards the teaching profession.

University*gender*education type interaction was found to have a significant effect upon the self-efficacy conceptions for the use of the instruction materials [$F_{(2-338)}$ =3.370, p<.05, η^2=.020]. University*gender*education type interaction explains 2% of the total variance in the self-efficacy conceptions for the use of the instruction materials.

When we examine gender and education type interaction that there was a difference in the attitude towards the teaching profession points [$F_{(1-338)}$=4.971, p<.05] and the interaction between the university, gender and education type causes a significant difference in the self-efficacy perception points of the pre-service teachers for the use of instruction materials [$F_{(2-338)}$=3,70, p>.05].

Table 5. Attitude towards the teaching profession and the self-efficacy conception points of the pre-service teachers for the use of educational materials.

Variable	**1**	**2**
1. The attitude toward the teaching profession	1	
2. The self-efficacy conception for the use of educational material	0.333**	1

** p< 0.01

According to table 5 there is a medium level positive relation between the attitudes of the social studies pre-service teachers towards the teaching profession and their self-efficacy conception for the use of instruction materials (r=0.333, p< 0.01). This results show us that the higher the points scored of the social studies pre-service teachers on their attitudes towards the teaching profession the more their self-efficacy for the use of educational materials.

Result and Discussion

According to the study the attitudes of the social studies pre-service teachers towards the teaching g profession is positive. This results are in good compliance of the studies carried out on different samples in Turkey such as Semerci and Semerci, 2004; Kaya and Büyükkasap, 2005; Terzi and Tezci, 2007; Pehlivan, 2008; Doğan and Çoban, 2009; Çetinkaya, 2009; Başbay, Ünver and Bümen, 2009; Bulut, 2009; Pektaş and Kamer, 2011; Demirtaş, Cömert and Özer, 2011; Gümüş and Çapar, 2011. The fact that the attitudes of the pre-service teachers are high can be explained by their liking of the teaching profession, the value they give to their jobs and their belief that they would accomplish something in their profession. When we examine the result as regards to gender it is seen that the female students have much positive attitudes towards the teaching profession than the males in all of the four universities investigated. This result is parallel with the results of Kaya and Büyükkasap (2005), Terzi and Tezci (2007), Bozdoğan, Aydın and Yıldırım (2007), Pehlivan (2008), Doğan and Çoban (2009), Çetinkaya, (2009), Pektaş and Kamer (2011). However the result of this study do not agree with the results obtained by Semerci and Semerci (2004), Tanel, Şengören and Tanel (2007), Başbay, Ünver and Bümen (2009), Bulut (2009), Demirtaş, Cömert and Özer' (2011). According to these workers there is not a significant difference in the attitude of the pre-service teachers according to gender.

The attitudes of the pre-service teachers towards the teaching profession do not change according to the type of education. Demirtaş, Cömert and Özer' (2011) reported that there is no change in the attitude of the pre-service teachers towards the teaching profession according to the type of education. I was also found that the universities studied do not have a significant effect upon the attitude towards the teaching profession and the self-efficacy conception of the pre-service teachers for the use of instruction materials. The studies of Semerci and Semerci (2004), Bulut (2009), Pektaş and Kamer (2011) found that there was no difference in the attitude towards the teaching profession according to the university studied.

The self-efficacy conception of the pre-service teachers for the use of instruction materials is very high in the experimental group. The fact that the self-efficacy conception of the social studies pre-service teachers for the use of instruction materials is high is the deterministic factor for their capacity to design new and innovative materials in their future careers. The results of this study is in good accordance with the results of Korkmaz (2011), Aydın, Doğan and Kınay (2012) and Dilci' (2012). According to Yeşil (2009) showed partially satisfactory performance in the use of materials. Köseoğlu and Soran (2005) found that biology teachers possessed only 57.3% of the virtues necessary for the use of instruction materials and their cognitive levels were highly insufficient as a result of the achievement test the applied to the biology teachers. Cengizhan (2011) reported that the major reasons in the sufficient use of the instruction materials were the lack of knowledge to establish the necessary link between the technology and the course, the lack of hardware and the lack of time. According to Sağlam (2011) it is possible to promote the use of these materials if the teachers are given in service courses to get them acquainted with these methods. Aksan and Sözer' (2012) in their study to enlighten the self-efficacy of the primary education teachers determined that the self-efficacy of the primary teachers were very low.

The results of the study confirmed that the gender has an important effect upon the self-efficacy of the pre-service teacher for the use of instruction material. The female students in the experimental group were observed to have higher self-efficacy conception than the males. According to Yaman (2007) the female students believe the necessity of the "Instruction Technologies and Material Design" course more than the males and think that the course will

have a very big contribution to the teach the teacher about the application of the different educational techniques. Özdemir (2008) proved that the gender was an important variable for the pre-service teachers for the planning, application and the evaluation sub dimensions of the self-efficacy conception. The self-efficacy conceptions of the female students were found to be higher than that of males in all these three dimensions. According to Korkmaz' (2011) the gender makes only the planning stage of self-efficacy conception different. Akay and Boz (2011) reported that there is no significant difference in the attitude of the pre-service teachers towards mathematics, their self-efficacy conceptions and their academic achievement according to the gender. Aydın, Doğan and Kınay' (2012) claimed that the self-efficacy of the pre-service to design instruction materials is not dependent on gender. Dilci (2012) also found no gender based difference in the use of teaching technologies and the materials of the primary education teachers.

It was found that the self-efficacy of the social studies pre-service teachers showed no significant difference according to the university they studied. The study of Özdemir (2008) also proved that the self-efficacy of the pre-service teachers showed no significant difference according to the university. The self-efficacy of the social studies pre-service teachers did not exhibit any appreciable change according to the type of education. Özdemir (2008) found that planning, application and the evaluation sub dimension of the final year pre-service teachers showed no meaningful difference regarding to the type of education. Demirtaş, Cömert and Özer (2011) also obtained similar results.

According to the study it is seen that there were significant relation between the gender*education type interaction upon the attitude of the social studies pre-service teachers towards the teaching profession and university*gender*education type interaction upon the self-efficacy conception of the pre-service teachers for the use of instruction materials. Also there was a medium level positive relation between the attitude of the social studies pre-service teachers towards the teaching profession and their self-efficacy conception for the use of the instruction materials ($r=0.333$, $p< 0.01$). This can be evaluated as the more the points scored in attitude towards the teaching profession the more their self-efficacies for the use of the instruction materials. Demirtaş, Cömert and Özer' (2011) reported a positive correlation between the self-efficacy conception of the pre-service teachers and their attitudes towards the teaching profession ($r=.278$). Aydın, Doğan and Kınay (2012) also found a medium level significant relation between the self-efficacies of the pre-service teachers for the use of instruction material and their opinions for the use of technological tools in education ($r=0.544$; $p<0.05$). All these results indicate a positive correlation between the attitudes towards the profession and the self-efficacy for the use of instruction materials. Akay and Boz' (2011) also determined positive and statistically significant relations for the attitudes other pre-service teachers towards mathematics, their self-sufficiency conceptions and self-efficacy conceptions against mathematics. In conclusion the social studies pre-service teachers have a positive attitude towards the teaching profession, their self-efficacies for the designing and the use of the instruction materials is high and there was a medium level positive relation between these two variables. The studies related to the features of teacher claim that the self-efficacy conceptions and their attitudes towards the teaching profession are of great importance for their achievement in teaching profession. The result of this study also supports this thesis.

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