

## THE CORELATION BETWEEN SOCIAL STUDIESTEACHERS BELIEFS TOWARDS AND THEIR TEACHING SELF-EFFICACIES

İsmail Düz  
Trabzon Üniversitesi, Fatih Eğitim Fakültesi  
[İsmailduz25@gmail.com](mailto:İsmailduz25@gmail.com)

### Abstract

Abstract The Correlation between Social Studies Teachers' Beliefs towards Learning and Their Teaching Self-Efficacies. In this study, it is aimed to examine there is a correlation between Social Studies Teachers' beliefs towards learning and their teaching self-efficacies varies across gender, professional seniority, how they gain experience of constructivist approach, the level of their ability to apply this approach and the approach they consider as widely-used at schools. This research identifying the correlation between Social Studies Teachers' beliefs towards learning and their self-efficacies is a descriptive study based on relational screening model. It is defined as a screening model aimed at identifying and/or degrees and covariance between two or more variables (Karasar, 2000). The population of this study consists of Social Sciences teachers working in secondary schools located in the city centre of Isparta and Burdur of Turkey. Simple random sampling is used within the scope of gathering data from the research population. This sampling is a method in which selected units are taken as sample by giving equal probability of selection to each sample unit. The meaning here of giving equal probability of being selected to each sample unit is that each sample from space is selected with equal probability (Çingir, 1994). As a result of the study, 216 scale forms are included in the assessment. As data collection tools, "Personal Information Form" prepared by the researcher is used to gather demographic variables, "Belief Scale towards Learning" is applied to determine the beliefs of teachers towards learning and "Teacher Self-Efficacy Scale" is employed to specify teachers' self-efficacies. As a result of the data obtained in this study, it is concluded that professional seniority, how they gain experience of constructivist approach and the level of their ability to apply this approach all have significant effects on the beliefs of teachers towards learning. It is also observed that gender and professional seniority variables do not have an effect on teachers' self-efficacies.

**Keywords:** Belief towards learning, teacher, self-efficacy.