

# **Assessment of the Teachers of Social Sciences Education at Grade Four and Five by the Pre-Service Teachers as for Teachers' Use of Teaching Strategies, Methods-Techniques and Equipment**

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**Abstract:** This study explores to what extent primary school teachers use teaching strategies, methods-techniques and equipment in primary school grade four and five in Social Sciences Education course. To collect data, an in-class observation form was used. It consists of personal information, the teaching strategies, methods-techniques and equipment. The participants of the study are the pre-service teachers at the department of Primary Education at Atatürk University. They have taken the "Social Sciences Education" and "School Experience" courses. The pre-service teachers have filled in the observation forms by observing the primary school teachers in the classroom. The data were analyzed by means of SPSS statistical program and some suggestions were made.

**Key words:** Social Sciences, Teaching Strategies, Teaching Methods and Techniques.

## **Introduction**

Teachers use different teaching strategies, method-technique and equipment so that students reach the objectives set. Selection and efficient application of the teaching strategies, method-technique and equipment affect success of students directly. There is no common and single teaching strategy, method-technique and equipment in teaching various subjects. The objectives affect content, number of the students, student-teacher qualities and other similar variables, selection of teaching strategy, method-technique and equipment. What important is that teacher is to be capable of choosing and applying the most suitable ones for learning-teaching process (Tok, 2006: 132; İşman ve Eskicumalı, 2006: 74; Erden, 97; Tan, 2005: 76; Doğanay, 2007: 162; Yaşar ve Gültekin, 2009: 78-89; Yel, Taşdemir ve Yıldırım, 2008: 38; Saban, 2002: 247; Demirel ve Yağcı, 2005: 79).

Teaching strategy, method-technique and equipment were analyzed in different studies. Gömleksiz (2006: 118-120) put forward that while determining education strategies teachers should choose approaches through which students can develop a positive attitude towards the lesson and use technological equipment applicable for the lesson. Tay (2004: 11) concluded that event, phenomenon, concept and dates in the curriculum of social studies are easier to learn when explanation strategies are used. Kan (2006: 543) stated that learning based on cooperation is important in that students adapt social studies, questioning understanding is gained via problems solving and material usage provides students' concentration. Doğan (2004) concluded that the most applied and chosen teaching methods are question-answer, explaining, discussion and problem solving. Emir (2005: 243) pointed out that application of different methods, techniques and equipment contributes to learning. Yaşar (2004: 118) stated that if one wants to make use of visual, visual-audial materials at most in subjects of geography in social studies, these materials should be suitable for the objectives of the lesson and student development characteristics. Öztürk and Baysal (2008) found out that except for monotone explaining, book study and excursion-observation activities made rarely, there is a difference between the frequency of teaching activities applied by teachers in the lesson and students' level of

attitude towards social studies. Yeşil (2005: 963) stated that teachers are unable to choose convenient equipment and methods for the lesson objectives and quality of the subject.

Most of the studies on teaching strategy, method-technique and equipment applied in social sciences focus on the opinions of teachers and students. But not so many studies made via observation of teaching strategy, method-technique and equipment applied by teachers in social sciences were carried out. In this study, observations of class teacher candidates were asked to specify teaching strategy, method-technique and equipment in teaching social studies lesson by the teachers teaching for the 4th and 5th grade students.

## Method

Study population consists of candidate teachers studying in the department of Classroom Teaching of Kazım Karabekir Education Faculty in Atatürk University in the academic year 2008-2009. In the sampling formed of 210 candidate teachers picked up randomly –namely, with a chance method- and studying in formal and evening education of the 3th and 4th grades observation form was used.

Researchers made a likert-type classroom observation form. Pre-application of this form was made in 40 individuals picked up from the study population. For validity, opinions of experts concerned were asked. Cronbach Alfa parameter was counted as 0.89 in credibility analysis.

## Findings

According to findings, class teachers apply school book and work books among teaching strategy, method-technique and equipment in social studies. Various findings about teachers according to the opinions of candidate teachers follow as in tables below.

Gender		n	$\bar{X}$	sd	t	p
Teaching Strategies	Male	95	8.46	1.443	-1.107	0.270
	Female	115	8.69	1.471		
Teaching Method-Technique	Male	95	22.57	4.010	0.263	0.793
	Female	115	22.42	4.251		
Equipment	Male	95	42.76	7.027	-1.112	0.267
	Female	115	43.83	6.844		

**Table 1:** According to the opinions of teacher candidates, arithmetic average, standard deviation and t-score of teaching strategy, method-technique and equipment applied by 4th and 5th grade teachers in terms of their gender.

In table 1, there is not a remarkable difference – just at an importance level of 0.05- about opinions of the teaching strategy, method-technique and equipment applied by class teachers in social studies according to their gender. It can be concluded from this finding that class teachers do not think differently in terms of teaching strategy, method-technique and equipment they used.

Class Level		n	$\bar{X}$	sd	t	p
Teaching Strategies	Grade 4	124	8.29	1.436	-3.624	0.000
	Grade 5	86	9.01	1.393		
Teaching Method-Technique	Grade 4	124	21.64	3.968	-3.677	0.000
	Grade 5	86	23.71	4.084		
Equipment	Grade 4	124	43.15	6.927	-0.495	0.621
	Grade 5	86	43.63	6.969		

**Table 2:** According to the opinions of teacher candidates, arithmetic average, standard deviation and t-score of teaching strategy, method-technique and equipment applied by 4th and 5th grade teachers in terms of the class level.

When the table was analyzed, it was found out that a remarkable difference –at for the benefit of 5th grade teachers between their average of teaching strategy and method-technique and class levels. But teachers’ opinions about the same equipment issue do not vary much -at an importance level of 0.05. According to this finding, it can be said that teachers do not think differently in terms of the equipment they applied.

Variance Analysis		Sum of Squares	df	Mean Square	F	p
Teaching Strategies	Between Groups	57.833	2	28.917	15.462	0.000
	Within Groups	387.124	207	1.870		
	Total	444.957	209			
Teaching Method-Technique	Between Groups	642.879	2	321.439	22.712	0.000
	Within Groups	2929.578	207	14.153		
	Total	3572.457	209			
Equipment	Between Groups	1506.632	2	753.311	18.271	0.000
	Within Groups	8534.692	207	41.230		
	Total	10014.314	209			

**Table 3:** According to the opinions of candidate teachers, variance analysis about teaching strategy, method-technique and equipment applied in teaching social studies in terms of proficiency of teachers.

When the table is analyzed, there is a remarkable difference of an importance level of 0.05 between opinions of candidate teachers in teaching strategy applied in teaching social studies in terms of proficiency of teachers. Tukey test was made to find out between which groups this difference was. The ratio of individuals saying ‘yes’ was higher than that of individuals saying ‘partly’ or ‘no’. The ratio of individuals saying ‘no’ is lower than that of individuals saying ‘partly’ or ‘yes’. Increase of proficiency of teachers in teaching social studies can be interpreted in a way that it affects their attitudes towards teaching strategy, method-technique and equipment positively.

## Conclusions

1. According to findings class teachers apply school book and work books among teaching strategy, method-technique and equipment in social studies. Social Studies program was prepared in accordance with the constructive approach and it requires that students should be active during learning process. But from these findings, it can be concluded that teacher-based education is more common in schools.
2. There is not a remarkable difference – just at an importance level of 0.05- about opinions the teaching strategy, method-technique and equipment applied by class teachers in social studies according to their gender.
3. It was found out that a remarkable difference –at for the benefit of 5th grade teachers between their average of teaching strategy and method-technique and class levels. But teachers’ opinions about the same equipment issue do not vary much -at an importance level of 0.05.
4. There is a remarkable difference of an importance level of 0.05 between opinions of candidate teachers in teaching strategy applied in teaching social studies in terms of proficiency of teachers.

## Suggestions

1. Some qualitative studies can be carried out to find out the reasons why teachers use teaching strategy, explaining and question-answer method and school book and work books among equipments in the most presenting way.
2. Some studies can be carried out to find out the reasons why there is a remarkable difference about the teaching strategy and method-techniques used by teachers for the benefit of 5th grade teachers
3. In-service training can be organized for class teachers on teaching social studies.

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