AN INVESTIGATION ON TEACHING MATERIALS USED IN SOCIAL STUDIES LESSON

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ABSTRACT
The purpose of this study is to analyze the teaching materials employed during social studies lessons on the basis of certain variables. Specifically, the researcher tried to find out whether teachers' gender, service length, having a personal computer, receiving an in-service training regarding the use of teaching materials, having an interest on using technological devices and sufficiency of the teaching materials in schools effect the usage of printeded materials, audiovisual materials or experience-giving methods (e.g. field trips, a visit to an institution) in social studies lessons. The data were collected from 160 teachers (N=87, female; N= 73, male) who worked in Istanbul and Sakarya during 2008-2009 spring semester. A scale was developed and applied by the researcher on the participating teachers to score and measure the usage of teaching materials in the Social Studies lessons. The results of the study showed statistically significant differences on the usage of printed materials and experience-giving methods based on the gender of the teacher and in service training, in favor of both female teachers and teachers who have received an in-service training. Moreover, statistically significant differences were also observed on the usage of print materials, experience-giving methods and the total score due to the service length of the teacher. The teachers, who have been working for 16-years or more, had significantly higher scores on the aforementioned variables. In addition, it was found that if schools had sufficient materials/equipment, the teachers tended to use the teaching materials more in their lessons. No correlation was found between the service length and the usage of audiovisual materials by teachers, as well as between having a personal computer and usage of teaching materials.
Keywords: Social studies, educational technology, teaching materials, teaching equipment.

INTRODUCTION

The task of developing a democratic society through formal education in Turkey has been mainly burdened on Social Studies Curriculum. Therefore, Social Studies teaching has been a factor in determining whether a society will have democratic attitudes, values, problem-solving and decision-making skills and whether the society will consist of productive and participatory individuals (Ozturk and Otluoglu, 2002; Keeler, 2008). In Social Studies teaching, which is given such an important mission, it is possible to make the learning process easy, enduring and meaningful through the use of teaching materials.

All materials and resources used for developing the desired knowledge, skills, attitudes and values in students are regarded within the scope of teaching materials (Paykoc, 1991; Simsek, 2003). Teaching materials play an important role in making learning-teaching process in Social Studies courses efficient, by presenting signs and explanations to students and making students comprehend these signs and explanations. Teaching materials provide a great deal of convenience in teacher's ability to convey a message to students in an accurate, proper, clear and understandable manner; in making abstract knowledge concrete and in enabling students to comprehend complex ideas through simplification. When properly used, printed materials, audiovisual materials and experience-giving methods, help make the learning process easy and enduring. Studies concluded that the number of sensing organs activated by the teaching materials used in learning-teaching process is directly proportional to an easy and enduring learning process. In other words, the higher the number of sensing organs activated by the teaching materials employed in learning-teaching process, the better and more enduring the learning process is. Correspondingly, forgetting is delayed (Yasar and Gultekin, 2009). Teachers are also given such important roles as making the Social Studies lessons efficient. While preparing their lesson/daily plans, teachers should also think about the teaching materials they will use in their lessons in order to decide where and how to use these materials in a proper way, and to make their arrangements accordingly (Demirel, 1999).

One of the most important tasks of Social Studies teachers regarding teaching materials is to present those experiences that will enable students to gain the educational attainments related to a particular subject. For that purpose, teachers should carry out the learning-teaching process, which has been prepared beforehand, by using the required materials and methods. The crucial part of this operation is that the teacher should be able to acquire and employ teaching materials and methods suitable for student characteristics and attainments and subject of a particular lesson (Cilenti, 1988). In recent years, more importance has been attached to this issue and various studies have been carried out (Can, 2010; Friedman et. al., 2009; Besoluk, Kurbanoglu and Önder, 2010).

Isman et. al. (2004) indicated that with the developments in information and communication technologies, all applications of the instruction start to have tendency toward technology based instruction instead of directed, teacher-centered instruction. It is important to mention that computers are the main instructional support to the learning and teaching process. Technological tools provide the equal standards, opportunities and easy path for the successful understanding and also meaningful learning for students.

Yilmaz (2005) evaluated the effects of technology use on students' achievement and attitudes and found that technological materials have positive impacts on achievement and attitudes. A similar study was carried out by Sevindik (2006), who investigated the effects of the use of smart classes on students' academic achievement and attitudes at higher education.

Koseoglu and Soran (2006) investigated attitudes of biology teachers towards material usage in class activities. They have found that attitudes of teachers towards material usage change according to different characteristics of teachers.

Pala (2006) investigated primary teachers' attitudes towards educational technologies. It has been found that the teachers' attitudes towards educational technology are positive and statistical comparisons revealed that there was no significant difference in teachers' attitudes towards educational technologies in terms of their genders, ages, schools serviced and periods of service. However, Besoluk, Kurbanoglu and Onder (2010) have found that in-service science teachers with over 15 years experience have the least knowledge on the usage of computers. Moreover, they have indicated that most of the science teachers and pre-service science teachers realize the importance of technology usage in science teaching and they desire more knowledge related to educational technology than they have.

Akpinar and Simsek (2007) investigated usage of variety of media by teachers to support students' learning. Though there are many new tools and settlements in learning technologies and their specifications, there has been a fierce debate over learning objects and their development. They examined the effect of pre-service teachers' experience regarding information and communication technology use on their learning object development. They have found meaningful correlation between the uses of some of the learning object components.

Karchmer-Klein (2007) found that having student teachers watch and analyze experienced teachers' high-quality technology supported instructions motivated to use technology in their own future teachings. Similarly, Keeler (2008) found that incorporating technology-rich instructional approaches into the social studies method course helped pre-service teachers become familiar with how to utilize technology in educational contexts and made them be aware of the usefulness and transferability of instructional technology techniques. Research also demonstrated that incorporating technology into method courses and training programs could transform views of technology and epistemological beliefs to constructivist orientations including active learning, problem solving, critical thinking and discovery.

Yavuz and Coskun (2008) investigated pre-services teachers' ideas and attitudes toward the utilization of technological tools. The results of the study showed that the technology-assisted project studies affected students' attitudes toward the utilization of technology in education positively.

Friedman et. al. (2009) investigated beliefs, practices, and efficacy of social studies faculty members from across the United States in terms of instructional technology use. The findings of the study demonstrated that familiarity with the National Educational Technology Standards, as well as confidence with technology are related to the frequency and type of technology that social studies faculty members utilize in their courses.

Can (2010) investigated the attitudes of the pre-service teachers from the department of elementary education towards the usage of teaching materials; overhead projector and projector in their classes. According to the study, students indicated that the use of overhead projector and projector brings some kind of change and variety to the teaching, saves teaching from being monotonous, and contribute to establishing lively, colorful and smooth setting for teaching and learning.

As evident from the presented literature survey above, it is important to determine the state of the use of teaching materials and equipment, which plays a significant role in making learning easy and enduring, making abstract information concrete, increasing motivation and presenting complex information through simplification during social studies lessons. Thus, the main objective of the present study is to determine the usage level of teaching materials employed in Social Studies lessons and the variables affecting this usage. Specifically, the effects

following variables on the usage of teaching materials are investigated; gender of the teacher, teacher's length of service, whether teacher has a personal computer at home or not, whether the teacher received in-service training or not, whether teacher likes technological devices or not, whether the school has sufficient teaching materials and equipment or not.

METHODOLOGY

The data were collected through survey methodology to describe the present situation as currently exists and as described by Karasar (1994). A scale, "The scale for usage of teaching materials during Social Studies lessons", was developed by the researcher and applied to teachers along with the survey in order to collect required data.

Population and Sample

The population of the study is comprised of the classroom teachers and social studies teachers. 160 classroom teachers and social studies teachers participated in the study. 87 of the participants were female and 73 of them were male. The participating teachers were randomly chosen and in an effort to represent the overall teachers population.

Table 1: Demographical information regarding the sample

		f	%
Gender	Female	87	54.4
	Male	73	45.6
Length of service	1-5 Years	28	17.5
	6-10 Years	41	25.6
	11-15 Years	35	21.9
	16 years and more	56	35.0
Personal computer	Yes	137	85.6
	No	23	14.4
In-service training	Received	103	64.4
	Not received	57	35.6

Table 1 presents the distribution of the teachers by gender, service length, having a personal computer and having received an in-service training. 54.4 % of the classroom teachers and social studies teachers participating in the study were female and the remaining 45.6 % were male. When analyzed on the basis of their length of service, it is observed that 17.5 % of them had been serving for one to five years, that 25.6 % for six to ten years, 21.9 % for eleven to fifteen years and that 35.0 % for sixteen years or more. It can also be observed that 85.6 % of the teachers had a personal computer whereas a small percentage (14.4 %) did not. An analysis on the basis of having received or not an in-service training indicates that the majority of the teachers (64.4 %) received an in-service training. The remaining 35.6 % did not undergo such training.

Development and Application of Data Collection Instrument

"The Scale for Usage of Teaching Materials during Social Studies Lessons" which was developed by the researcher was used in the study. During the process of developing the scale, a review of literature was carried out by the researcher and an 18-item scale was devised through interviews with teachers. Opinions from specialists in social studies teaching, research methods and statistics were received in order to evaluate the observations on the view and content validity of the scale from an outside perspective. The scale was shaped in accordance with specialists' suggestions and was administered to 160 teachers so as to investigate construct validity and reliability. Exploratory factor analysis was employed regarding construct validity. The exploratory factor analysis indicated that items numbered 7 and 9 (usage of photographs and overhead projector in lessons) distorted the structure; thus, they were excluded. With the remaining 16-items, the scale was exposed to factor analysis again. The values obtained from the KMO and Barlett test were investigated before conducting factor analysis. Since the KMO test indicated a variation of .86 and Barlett test produced a statistically meaningful variation, it was decided that it would be appropriate to conduct factor analysis on the scale (Buyukozturk, 2007). The factor analysis showed that the scale has a three-dimensional structure consisting of 16 items. The first dimension includes 8 items and factor loadings ranged between .39 and .81. This dimension was named as *printed materials*. Accounting for 21.4 % of the total variance, this dimension had an internal consistency coefficient of .82. The second dimension includes 5 items and factor loadings ranged between .71 and .88. This dimension was named as *audiovisual materials.* Accounting for 22.8 % of the total variance, this dimension had an internal consistency coefficient of .89. Titled as *experience-giving methods*, the third dimension consists of 3 items and factor loadings ranged from .63 to .86. Accounting for 13.4 % of the total variance, this dimension had an internal consistency coefficient of .76. When regarded as a whole, the 16-item scale accounted for 57.7 percent of the total variance and had an internal consistency coefficient of .89.

Data Analysis

Before analyzing the data, responses of each participant to the instrument were analyzed separately. The data of the two participants was excluded from the analysis since the forms received from these participants were incomplete. Therefore the analysis was conducted on data received from 160 participants. In order to numerically calculate the scores of the answers provided by the classroom and social studies teachers, the items in the scale was assigned the following numbers: 4, 3, 2 and 1, which meant "always", "often", "occasionally", and "never", respectively. The data was analyzed through SPSS. ANOVA, t-test, Kruskal-Wallis H Tests were conducted in order to statistically analyze the data obtained.

FINDINGS AND DISCUSSION

In what follows, the findings from the survey and related discussions are presented.

Table 2: t-test results on whether teaching materials used by teachers during social studies lessons depends on gender

Dimensions	**Gender**	**N**	$\bar{x}$	**sd**	**cd**	**t**	**p**
Printed materials	Female	87	24.09	3.94	158	2.42	.017
	Male	73	22.60	3.80			**
Audiovisual materials	Female	87	13.26	4.39	158	.28	.780
	Male	73	13.08	3.70			
Experience-giving methods	Female	87	6.08	2.14	158	2.14	.034
	Male	73	5.38	1.94			**
Total	Female	87	43.43	8.55	158	1.83	.070
	Male	73	41.06	7.69			

Table 2 indicates that there is a statistically meaningful difference (p<.05) between male and female teachers on the use of *printed materials* (t=2.42) and *experience-giving methods* (t=2.14). On the other hand, the scores obtained from the a*udiovisual materials* (t=0.28) dimension and the total scale (t=1.83) did not display a meaningful difference (p<.05) between genders. It was discovered that female teachers ($\bar{x}$ = 24.09) used printed materials more when compared to male ones ($\bar{x}$ = 22.60) and that the former group ($\bar{x}$ =6.08) made use of experience-giving methods more than the latter group ($\bar{x}$ = 5.38). This suggests a meaningful variation in favor of female teachers on the use of not only printed materials but also *experience-giving methods*.

Table 3: The results of the ANOVA test on the teaching materials used by teachers during social studies lessons depending on their length of service

Dimensions	Length of Service	N	$\bar{x}$	sd		Sum of Squares	cd	Mean Squares	F	P	Difference
Printed materials	1-5 Years	28	22.07	3.54	Inter-group	256.15	3	85.38	6.02	.001	1-4
	6-10 Years	41	23.31	4.49							3-4
	11-15 Years	35	22.05	3.13	Intra-group	2210.62	156	14.17			
	16 Years and more	56	25.00	3.64							
	Total	160	23.41	3.93	Total	2466.77	159				
Audiovisual materials	1-5 Years	28	13.96	3.77	Inter-group	107.35	3	35.78	2.19	.091	
	6-10 Years	41	13.19	4.06							
	11-15 Years	35	11.71	4.26	Intra-group	2546.38	156	16.32			
	16 Years and more	56	13.69	4.00							
	Total	160	13.18	4.08	Total	2653.74	159				
Experience-giving methods	1-5 Years	28	5.71	1.99	Inter-group	36.43	3	12.14	2.91	.036	2-4
	6-10 Years	41	5.43	2.14							3-4
	11-15 Years	35	5.20	2.19	Intra-group	650.53	15	4.17			

							6				
	16 Years and more	56	6.37	1.88							
	Total	160	5.76	2.07	Total	686.97	159				
	1-5 Years	28	41.75	7.23	Inter-group	830.85	3	276.95	4.35	.006	3-4
	6-10 Years	41	41.95	8.57							
Total	11-15 Years	35	38.97	7.70	Intra-group	9943.83	156	63.74			
	16 Years and more	56	45.07	8.05							
	Total	160	42.35	8.23	Total	10774.69	159				

Statistically meaningful difference ($p<.05$) in the use of *printed materials* ($F_{(3-156)}=6.02$), *experience-giving methods* ($F_{(3-156)}=2.91$) and in the whole scale ($F_{(3-156)}=4.35$) with respect to the length of service was observed. On the other hand, the scores obtained from the *audiovisual materials* dimension ($F_{(3-156)}=2.19$) did not display any meaningful difference ($p>.05$) on the basis of the length of service. Table 3 shows that the teachers who had been serving for 16 years or more ($\bar{x}$ = 25.00) used printed materials more when compared to those teachers with a length of service of 1 to 5 years ($\bar{x}$ = 22.07) or 11 to 15 years ($\bar{x}$ = 22.05). It also indicates that teachers who had been serving for 16 years or more ($\bar{x}$ = 6.37) used *experience-giving methods* more when compared to those teachers with a length of service of 6 to 10 years ($\bar{x}$ = 5.43) or 11 to 15 years ($\bar{x}$ = 5.20). According to the scores obtained from the whole scale, it was found that the teachers who had been serving for 16 years or more ($\bar{x}$ = 45.07) made use of teaching materials during social studies lessons more when compared to those teachers with a length of service of 11 to 15years ($\bar{x}$ = 38.97). It is interesting that the meaningful difference in the dimensions *printed materials* and *experience-giving methods* and in total was in favor of the teachers who had been serving for 16 years or more. No meaningful correlation was found between length of service and use of audiovisual materials.

Table 4: The results of the t test on the teaching materials used by teachers during social studies lessons depending on whether they had a personal computer at home or not

Dimensions	**Computer**	**N**	$\bar{x}$	**sd**	**cd**	**t**	**p**
Printed materials	Yes	137	23.43	3.97	158	.20	.84
	No	23	23.26	3.81			
Audiovisual materials	Yes	137	13.29	4.14	158	.89	.37
	No	23	12.47	3.71			
Experience-giving methods	Yes	137	5.84	2.06	158	1.25	.21
	No	23	5.26	2.15			
Total	Yes	137	42.58	8.27	158	.85	.40
	No	23	41.00	8.01			

It can be concluded from Table 4 that there was not a meaningful difference in the use of *printed materials* (t=0.20), *audiovisual materials* (t=0.89) and *experience-giving methods* (t=1.25) depending on whether teachers had a personal computer or not. An interesting finding of Table 4 is that the great majority of the teachers (85.6%) had their own personal computers. This can be interpreted as teachers' being open to advancements in the technology and willing to acquire them.

Table 5: The results of the t-test on the teaching materials used by teachers during social studies lessons depending on whether they had received an in-service training

Dimensions	**In-service training**	**N**	$\bar{x}$	**sd**	**cd**	**t**	**p**
Printed materials	Received	103	24.08	4.00	158	2.99	.003
	Not received	57	22.19	3.52			**
Audiovisual materials	Received	103	13.48	4.02	158	1.27	.206
	Not received	57	12.63	4.17			
Experience-giving methods	Received	103	6.08	2.07	158	2.71	.007

	Not received	57	5.17	1.96			**
Total	Received	103	43.66	8.29	158	2.74	.007
	Not received	57	40.00	7.63			**

Table 5 suggests a meaningful difference in the use of *printed materials* (t=2.99), *experience-giving methods* (t=2.71) and the total score obtained from the scale (t=2.74) between teachers who had an in-service training and those who did not. A review of the scores obtained from the dimension *audiovisual materials* (t=1.27) indicates no meaningful difference (p>.05) between the teachers who had an in-service training and those who did not. It was discovered that the teachers who had an in-service training ($\bar{x}$ = 24.08) employed *printed materials* more when compared to those who did not ($\bar{x}$ = 22.19). Another finding implied in Table 5 is that the teachers who had an in-service training ($\bar{x}$ =2.07) benefited from *experience-giving methods* more than those who did not ($\bar{x}$ = 1.96). Total scores obtained from the scale indicate that the teachers who had in-service training ($\bar{x}$ =43.66) made use of materials during social studies lessons more than those who did not ($\bar{x}$ = 40.00). It is important that there was a meaningful difference in the use of *printed materials* and *experience-giving methods* in favor of the teachers who had an in-service training. This indicates that teachers who have received an in-service training are more likely to employ teaching materials and experience-giving methods in order to increase the efficiency of social studies lessons.

Table 6: The results of the Anova test on the teaching materials used by teachers during social studies lessons depending on whether they liked technological devices

Dimensions	Like technology	N	$\bar{x}$	sd		Sum of Squares	cd	Mean Squares	F	p	Difference
Printed materials	A little	44	22.86	3.19	Inter-group	34.21	2	17.10	1.10	.334	
	Quite	75	23.34	4.04							
	Very much	41	24.12	4.42	Intra-group	2432.55	157	15.49			
	Total	160	23.41	3.93	Total	2466.77	159				
Audiovisual materials	A little	44	11.02	3.91	Inter-group	423.13	2	211.56	14.89	.000	1-2
	Quite	75	13.18	3.63							1-3
	Very much	41	15.48	3.86	Intra-group	2230.60	157	14.20			2-3
	Total	160	13.18	4.08	Total	2653.74	159				
Experience-giving methods	A little	44	5.11	1.75	Inter-group	30.66	2	15.33	3.66	.028	1-3
	Quite	75	5.85	2.06							
	Very much	41	6.29	2.28	Intra-group	656.30	157	4.18			
	Total	160	5.76	2.07	Total	686.97	159				
Total	A little	44	39.00	7.19	Inter-group	1011.29	2	505.64	8.13	.000	1-3
	Quite	75	42.38	7.97							
	Very much	41	45.90	8.41	Intra-group	9763.39	157	62.18			
	Total	160	42.35	8.23	Total	10774.69	159				

It was found that there was a meaningful difference (p<.05) in the use of *audiovisual materials* ($F_{(2-157)}$=14.89), *experience-giving materials* ($F_{(2-157)}$= 3.66) and in the *whole scale* ($F_{(2-157)}$=8.13) depending on the level at which teachers participating in the study liked technology. A review of the scores obtained from the dimension *printed materials* ($F_{(2-157)}$=1.10) indicates that there was not a meaningful correlation (p>.05) between the level at which teachers liked technology and the use of printed materials. It was also discovered that teachers who liked technology very much ($\bar{x}$ = 15.48) and the teachers who quite liked technology ($\bar{x}$ = 13.18) used audiovisual materials more when compared to those who liked technology a little ($\bar{x}$ = 11.02). When the dimension *experience-giving methods* is analyzed, it can be observed that the teachers who liked technology very much ($\bar{x}$ = 5.85) employed these methods more than the teachers who liked technology a little ($\bar{x}$ = 5.11). The total

score obtained from the scale demonstrated that the teachers who liked technology very much ($\bar{x}$ =45.90) made use of teaching materials during social studies lessons more when compared to those who liked it very little ($\bar{x}$ =42.38). It is an important finding that there was a positive correlation between the level at which teachers like technology and their usage of *audiovisual materials* and *experience-giving methods*. This means that teachers employ teaching materials throughout social studies lessons to the extent that they like technology. Teaching materials will make social studies teaching more enjoyable.

Table 7: The results of the Kruskal Wallis H Test on the teaching materials used by teachers during social studies teachers depending on whether their schools had an adequate number of teaching materials

Dimensions	Equipment is adequate	N	Mean Rank (SO)	cd	χ^2	p	Difference
Printed materials	Totally disagree	20	58.90	3	22.04	.000	1-3;1-4 2-3;2-4 3-4
	Agree a little	75	70.27				
	Quite agree	51	93.25				
	Totally agree	14	119.68				
Audiovisual Materials	Totally disagree	20	62.10	3	29.47	.000	1-3;1-4 2-3;2-4 3-4
	Agree a little	75	68.34				
	Quite agree	51	91.06				
	Totally agree	14	133.46				
Experience-giving Methods	Totally disagree	20	60.38	3	22.00	.000	1-3;1-4 2-3;2-4 3-4
	Agree a little	75	70.09				
	Quite agree	51	92.84				
	Totally agree	14	120.07				
Total	Totally disagree	20	57.15	3	34.32	.000	1-3;1-4 2-3;2-4 3-4
	Agree a little	75	67.39				
	Quite agree	51	94.24				
	Totally agree	14	134.04				

From the results presented in Table 7, it was determined that there was a meaningful difference ($p<.05$) in the use of *printed materials* (χ^2=22.04), *audiovisual materials* (χ^2=29.47), e*xperience-giving methods* (χ^2=22.00) and in the total score obtained from the scale (χ^2=34.32) depending on the level at which teachers agreed or disagreed with the fact that there was an adequate number of equipment in their schools. A review of the dimension *printed materials* indicates that the teachers who "totally agreed" (SO = 119.68) that there was an adequate number of equipment in their schools used *printed materials* more when compared to the teachers who "quite agreed" (SO = 93.25) and "agreed a little" (SO = 70.27) or "totally disagreed" (SO = 58.90). A review of the dimension *audiovisual materials* indicates that the teachers who "totally agreed" (SO= 133.46) that there was an adequate number of equipment in their schools used visual and audio materials more when compared to the teachers who "quite agreed" (SO= 91.06) and "agreed a little" (SO = 68.34) or "totally disagreed" (SO = 62.10). A review of the dimension e*xperience-giving methods* indicates that the teachers who "totally agreed" (SO = 120.07) that there was an adequate number of materials in their schools used *experience-giving methods* more when compared to the teachers who "quite agreed" (SO = 92.84) and "agreed a little" (SO = 70.09) or "totally disagreed" (SO = 60.38). The total scores obtained from the scale indicated that the teachers who "totally agreed" (SO = 134.04) that there was an adequate number of equipment in their schools made use of teaching materials during social studies lessons more when compared to the teachers who "quite agreed" (SO = 94.24), and "agreed a little" (SO = 67.39) or "totally disagreed" (SO = 57.15). These findings can be interpreted as the fact that the more the teaching equipment in a school is, the more teachers use teaching materials in their social studies lessons.

DISCUSSION

There is a meaningful difference in the use of both printed materials and experience-giving methods in favor of female teachers based on gender. The differences in the usage of *printed materials*, *experience-giving methods* and in total were found to be in favor of the teachers who had been serving for 16 years or more. No significant correlation was found between the length of service and the use of audiovisual materials. It is interesting that the meaningful difference in the dimensions *printed materials* and *experience-giving methods* and in total was in favor of the teachers who had been serving for 16 years or more. No meaningful correlation was found between

length of service and use of audiovisual materials. In her study, Pala (2006) found that there was not a meaningful correlation between teachers' attitudes towards educational technologies and their length of service.

No meaningful difference was found in the use of *printed materials*, *audiovisual materials* and *experience-giving methods* between teachers who had a personal computer and those who did not. 85.6% of the teachers were discovered to have a personal computer. It was observed that no meaningful correlation existed between having or not having a personal computer and the use of materials during social studies lessons in general

There was a meaningful difference in the use of *printed materials* and *experience-giving methods* in favor of the teachers who had received an in-service training. This important finding indicates that teachers are likely to employ teaching materials and experience-giving methods in order to increase the efficiency of social studies lessons once they have received an in-service training. Similarly, Altinisik and Orhan (2002) point out that teachers should undergo an in-service training so as to be able to ensure more efficient learning experiences.

There was a positive correlation between teachers' liking technology and their use of *audiovisual materials* and *experience-giving methods*. This means that teachers employ teaching materials during social studies lessons to the extent that they like technology. Woodrow, Mayersmith and Pedretti (2000) stated that teaching with multimedia, when compared to the one in a traditional setting, led to a positive change in students' attitudes towards lessons. Fidan (2008) reported that teaching materials made lessons more enjoyable, increased motivation and provided enduring learning process.

It was determined that the teachers who "totally agreed" that there was an adequate number of teaching equipment in their schools made use of teaching materials during social studies lessons more when compared to the teachers who "quite agreed" and "agreed a little" or "totally disagreed". It has been observed that the more the teaching equipment in a school is, the more social studies teachers use materials in social studies lessons. These findings support that the amount and variety of technological equipment in a school increase the usage of teaching materials in the learning purposes.

CONCLUSION AND RECOMMENDATIONS

As a conclusion, aforementioned results clearly demonstrated that in service training is a significant factor for the increment of the technology usage. Professional development provides a means for closing the gap between the current and potential uses of technology for instruction. Therefore, teachers need effective courses/seminars related to usage of technology both in their daily lives and in education for social studies lessons. Technological developments should be introduced to teachers through periodic in-service trainings. Moreover, while in-service training, if teachers realize the importance of using teaching materials in their courses they would probably have more positive attitudes towards their use. Also, another result of this study indicates that teachers employ teaching materials during social studies lessons to the extent that they like technology. Availability of the teaching materials in schools increases their usage by teachers, so inadequacy of those materials inhibits usage which may result in poor performance in teaching and learning process.

In the light of the results of the study, the following recommendations can be made:

1. Classroom teachers and social studies teachers should be encouraged to undergo an in-service training in order to increase the use of teaching materials during social studies lessons.
2. Teachers' awareness regarding the importance of technology usage in teaching and learning process should be increased.
3. Therefore, any problems related to insufficient usage of teaching materials in schools should be resolved qualitatively and quantitatively.

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