An evaluation of the intentions of preservice teachers to use the case study method in social studies classes

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Using the theory of planned behaviour (Ajzen, 1985, 1991), this study examined the intentions of preservice teachers regarding use of the case study method in their social studies classes. The participants were 314 preservice teachers (219 elementary school; 95 social studies) and the study was conducted in the spring term of the 2017-2018 academic year at the Faculty of Education of a state university in Turkey. It was found that although there were no significant differences in subjective norm and perceived behavioural control, the attitude and intention scores of the preservice teachers showed significant differences by gender. No significant differences were found between junior and senior year preservice teachers or between preservice elementary school teachers and social studies teachers. Moreover, it was found that the intentions of preservice teachers to use the case study method in their social studies classes were significantly and positively related to attitude, subjective norm and perceived behavioural control.

Introduction

Social studies, with content mostly selected from the social sciences, helps children understand the social aspects of life and gain knowledge, skills and values they need in their social life (Kabapınar, 2016; Turkish Ministry of National Education [MoNE/MEB], 2018). However, in order for students to understand the complex aspects of social life and accordingly develop proper behavioural patterns as well as gain the targeted skills in social studies, there is a need for social studies instruction where students work actively on real-life situations (Brugar & Roberts, 2018; Lock & Duggleby, 2017; Ollila & Macy, 2019). In the social studies curriculum (MoNE/MEB, 2018), the necessity for establishing a link between real life and social studies topics is indicated as follows: "Taking advantage of events inside and outside school, students should often confront real-life problems and conflicting situations and reflect on the social problems they face" (p. 10). Moreover, research shows that the relation between school subjects and students' daily life contributes toward students' developing positive attitudes toward school subjects (Dündar, Acar Güvendir, Onat Kocabıyık & Papatga, 2014). On this point, case studies as a teaching method in social studies can easily make problems faced in daily life become part of social studies teaching in classrooms (Kabapınar, 2016), since its "subject matter is often concerned with human driven processes or phenomena" (Wright-Maley, 2015, p. 68). Previous studies reported that the case study method has a number of positive impacts on desired student outcomes (Bayona & Castañeda, 2017). For instance, it nourishes affective outcomes such as attitudes, interest, motivation, and engagement associated with students' deep learning and meaningful learning (Çam & Geban, 2017; İlgüy, İlgüy, Fişekçioğlu & Oktay, 2014; Kulak & Newton, 2014, 2015; Kulak, Newton & Sharma, 2017) that is sought in the social studies curriculum in particular, and the school curricula in general (Ibrahimoğlu, 2018; MoNE/MEB, 2018).

In the current study, using the theory of planned behaviour (TPB; Ajzen, 1985, 1991), the intentions of preservice teachers to incorporate case studies as a teaching method in their social studies lessons were investigated.

Literature review

Theory of planned behaviour

The theory of planned behaviour (TPB) was first introduced by Ajzen (1985), and since then it has become one of the most-used theories to successfully predict human behaviour in a variety of domains (Ajzen, 1991, 2011, 2015).

The TPB distinguishes three types of beliefs (behavioural beliefs, normative beliefs, and control beliefs) and three direct determinants of intentions (attitude toward the behaviour, subjective norm, and perceived behavioural control) (Ajzen, 1991, 2002). The TPB (Ajzen, 1991) postulates that behavioural beliefs determine attitudes towards a behaviour, which refer to "the degree to which a person has a favorable or unfavorable evaluation or appraisal of the behavior in question" (p.188); normative beliefs determine the subjective norm, referring to "the perceived social pressure to perform or not to perform the behavior" (p. 188); and control beliefs determine perceived behavioural control, which means "the perceived ease or difficulty of performing the behavior" (p.188). Although their predictive power may change according to the behaviour in question, attitudes toward the behaviour, subjective norm, and perceived behavioural control determine behavioural intentions, which in turn influence the behaviour (Ajzen, 1985, 1991).

The TPB has been successfully applied in understanding and explaining the behavioural intent and behaviour of both in-service teachers (Beck, Czerniak & Lumpe, 2000; Crawley, 1990; Lee, Cerreto & Lee, 2010; Lumpe, Czerniak & Haney, 1998; Lumpe, Haney & Czerniak, 1998; Pryor, Pryor & Kang, 2016) and preservice teachers (Karademir, 2013; Karaman, 2017; Wang & Ha, 2013; Yusop, 2015) regarding various teaching practices in their classrooms (Lee et al., 2010; Wang & Ha, 2013).

For instance, Karademir (2013) investigated the intentions of preservice and in-service primary school teachers and science teachers to use outdoor science teaching activities. He found that attitude, subjective norm and perceived behavioural control accounted for 81% of the variance in preservice teachers' intentions to implement those activities. The strongest predictor in determining the behavioural intention was the subjective norm; while the impact of perceived behavioural control was not significant. Karaman (2017) examined preservice teachers' intentions to use formative assessment in their teaching and found that attitude, subjective norm and perceived behavioural control explained 61% of the variance in their intentions, with attitudes being the strongest predictor. She also found that subjective norm did not have a significant influence on the intention. Wang and Ha (2013) investigated preservice teachers' intentions to apply constructivist approaches, using qualitative research methods and concluded that although attitude, subjective norm and perceived behavioural control were determinants of intentions, perceived behavioural control had more influence compared to the others. Yusop (2015)

studied preservice teachers' intentions to use Web 2.0 technologies and found that their attitude toward using Web 2.0 was the strongest and sole significant predictor of intention.

Case studies as a teaching method

The case study method is a student-centred teaching method that renders learning possible in lessons by the analysis of a real-life problem related to the subject matter in question (Demirel, 2017, p. 81). The problem could be "a real-life example or designed to be similar to the types of problem that occur in real life" (Penn, Currie, Hoad & O'Brien, 2016, p. 16).

It is argued that working on real-life examples, active learning, application of thinking skills, and interactions among students observed in learning environments where case studies are used, lead to deep learning (Boyce, Williams, Kelly & Yee, 2001). Furthermore, the case study method helps build self-confidence in students, increases motivation, and interest; supports skill development such as problem solving, creative thinking, critical thinking, divergent thinking, decision-making, empathy, and communication; and also helps students adopt values such as respect for others' opinions and tolerance that are not possible to gain in lecture-based social studies classrooms (Boyce et al., 2001; Demircioğlu, 2015; Demirel, 2017; Gözütok, 2017; Kabapınar, 2016; Penn et al., 2016, Ütkür, 2016).

Analogous with these assertions, in an action research project with sixth grade students in social studies, Uğur (2007) found that case studies provided meaningful learning and boosted students' attitudes, interest, and motivation in social studies by working collaboratively. With activities involving case studies, students developed skills (e.g., versatile thinking, problem solving, decision-making, empathy, communication skills), motivation and values (e.g., benevolence and respect for different perspectives) (Uğur, 2007).

There is also research that compared the case study method with other teaching methods in social studies. For example, Yetim (2015) compared the case study method with drama in teaching the values of benevolence and cooperation to fifth grade students. Using a pretest-posttest, quasi-control group design, he found the case study method more effective than the drama method in teaching the values in question. In a similar design with sixth graders, Aydemir (2010) compared the case study method with regular activities suggested in the social studies curriculum for teaching environment-related topics. Results showed that students in the experimental group where the case study method was used were more successful and developed more positive attitudes toward the environment. In their research with sixth graders, İbrahimoğlu and Öztürk (2013) compared the case study method with conventional teaching in terms of their influence on students' critical thinking skills, achievement and attitudes toward social studies. They found that case-based social studies instruction was more effective than conventional teaching in all three aspects.

Naturally, all these contributions provided by the case study method depend on the adoption and implementation of this method by teachers. Research, however, shows that teacher-centred methods are very common in elementary and middle school classrooms. For example, studies on elementary school teachers (A. Çağlar, 2009; C. Doğan, 2003; Taşkaya & Bal, 2009; Yeşilyurt, 2013) found that teachers mostly used lecturing and question-answer methods. Yeşilyurt's (2013) study showed that none of the teachers used case studies and A. Çağlar (2009) found that only a few elementary school teachers used case studies. Similarly, Baştopçu (2018) found that the case study method was rarely used, and female elementary school teachers implemented it more than males. Research on social studies lessons in middle school (Akçay, Akçay & Kurt, 2016) showed similar results; suggesting that teacher-centred methods (e.g., direct teaching, question-answer) were common in social studies classes. In a study with social studies teachers by Çelikkaya and Kuş (2009), teachers indicated that they often or always brought in real-life examples and gave opportunities for students to solve problems; however, the students of these teachers and observations in the teachers' classes indicated that real-life examples were, in fact, rarely used (Çelikkaya & Kuş, 2009). In his study of social studies teachers, İlter (2018) concluded that the majority of teachers in his sample adopted "a traditional understanding of teaching practices that involved passive learning methods within the context of the social studies curriculum" (p. 20). Research with preservice social studies teachers also gave similar results, suggesting that the case study method is one of the least-preferred teaching methods (B. Çağlar, 2014).

Therefore, examining the intentions of preservice teachers to use the case study method in their social studies classrooms and determining the factors that might influence their intentions could be helpful for teacher educators. The main purpose of this study was to explore preservice teachers' intentions to use the case study method in their social studies classes. Based on this general aim, the research questions were determined as follows:

1. Do preservice teachers' attitudes, subjective norm perceptions, and behavioural control perceptions in relation to case studies and intentions to use the case study method in social studies lessons differ by gender, year of study (i.e., juniors or seniors) and major (i.e., preservice elementary school teachers or preservice social studies teachers)?

2. Is there a significant relationship between preservice teachers' attitudes, subjective norm perceptions, and behavioural control perceptions in relation to the case study method and their intentions to use case studies in social studies lessons?

3. Do preservice teachers' attitudes toward using case studies in social studies, subjective norm perceptions in relation to the case study method in social studies, and perceived behavioural control over using the case study method in social studies predict their intentions to use this method in their own social studies lessons?

Method

Design

This study used cross-sectional survey and correlational research designs (Creswell, 2012). Cross-sectional survey research is conducted by gathering data at one point in time to learn about individuals' behaviours, characteristics, and what they think or feel about issues (attitudes, opinions, and beliefs, etc.) and to compare groups in terms of these variables. On the other hand, correlational research is used to identify the relationships between two or more variables, without manipulation, and what factors explain or predict an outcome (Creswell, 2012).

Since the aims of this study were (1) to determine group differences in the variables (i.e., attitudes toward the behaviour, subjective norm, perceived behavioural control, and intention) based on gender, year of study, and major and (2) to examine the relationships between variables without manipulating them, a cross-sectional survey design was adopted for the first aim and a correlational design for the latter.

Participants

The participants were a total of 314 preservice teachers (219 elementary school; 95 social studies) at the Faculty of Education of a state university in Turkey. Of the participants, 227 (72.3%) were female, 87 (27.7%) were male, 150 (47.8%) were juniors, and 164 (52.2%) were seniors. The mean age was 21.94 ($SD = 1.36$).

Data collection

The data were collected in the spring term of the 2017-2018 academic year. A TPB questionnaire about using the case study method in social studies lessons was used to gather the data. The questionnaire included three direct measures (attitude toward the behavior, subjective norm, and perceived behavioural control) and behavioural intention. The items in the questionnaire were adapted and adopted from existing questionnaires (Ajzen, 2018a; Knabe, 2012; Lumpe, Czerniak & Haney, 1998) and guidelines for constructing TPB measures (Ajzen, 2018b; J. Francis et al., 2004). In constructing the items, the opinions of two experts experienced in scale development were consulted, and necessary changes were incorporated. Descriptions of the measures used are given below.

Attitude toward the behaviour
Participants indicated their attitudes toward using the case study method in social studies classes by answering nine bipolar items (e.g., boring…fun, bad…good) such as the following stem: "For me, when I become a teacher, using the case study method in my social studies classes would be…", each on a 7-point scale. Cronbach's alpha reliability coefficient was found to be .90 for this measure.

Subjective norm

This construct was measured with five questions (e.g., "If I used the case study method in my social studies classes, I think that most people who are important to me would approve of it"). For this measure, Cronbach's alpha reliability coefficient was .67.

Perceived behavioural control

This construct was measured with five questions (e.g., "Using the case study method in my social studies classes is easy for me"). Cronbach's alpha reliability coefficient was found to be .74 for this measure.

Intention

Participants' intention to use the case study method in their social studies classes was measured with three questions (e.g., "I intend to use the case study method in my social studies classes"). For this measure, Cronbach's alpha was found to be .89.

Participants answered the subjective norm, perceived behavioural control, and intention items on a 7-point scale (1 = Strongly disagree; 7 = Strongly agree).

Data analysis

Using SPSS, the mean scores for all constructs were calculated and Pearson correlation coefficients, *t* test, and multiple regression analyses were performed (Büyüköztürk, 2014; Field, 2009). To compare participants' *attitude, subjective norm, perceived behavioural control,* and *intention* scores in terms of gender, year of study, and major, an independent samples *t* test was performed. To examine whether *attitude, subjective norm,* and *perceived behavioural control* predicted *intention to use the case study method in social studies classes*, multiple regression analysis was used, entering *intention* into the model as a dependent variable and *attitude, subjective norm,* and *perceived behavioural control* as independent variables. The significance threshold was set at $p < .05$.

Findings

Table 1 displays gender differences for attitude toward using case studies in social studies, subjective norm in relation to the case study method in social studies, perceived behavioural control over using the case study method, and intention to use case studies in social studies lessons.

As observed in Table 1, although there were no significant differences in subjective norm and perceived behavioural control, the attitude and intention scores of preservice teachers showed significant differences by gender. Female preservice teachers had a higher attitude value toward the use of case studies in social studies than their male counterparts, $t(312) = 2.60, p < .05$. Also, they were more likely to use case studies in their social studies classes, $t(312) = 3.53, p < .001$.

Table 1: Differences for attitude, subjective norm, perceived
behavioural control, and intention by gender

Measure	Female		Male		$t(312)$	p
	M	SD	M	SD		
Attitude toward the behaviour	6.25	0.70	6.00	0.90	2.60	.010
Subjective norm	5.30	0.85	5.18	0.93	1.11	.270
Perceived behavioural control	5.66	0.80	5.57	0.90	0.91	.363
Intention	6.29	0.79	5.89	1.15	3.53	<.001

To determine differences by year of study in TPB constructs in relation to the case study method in social studies, comparisons were made between juniors and seniors (Table 2). Independent samples *t* test results showed that there were no significant differences in the scores of junior and senior preservice teachers for attitude, $t(312) = -0.94$, $p > .05$; subjective norm, $t(312) = -1.16$, $p > .05$; perceived behavioural control, $t(312) = -1.10$, $p > .05$; and intention, $t(312) = 0.21$, $p > .05$.

Table 2: Differences for attitude, subjective norm, perceived
behavioural control, and intention by year of study

Measure	Junior		Senior		$t(312)$	p
	M	SD	M	SD		
Attitude toward the behaviour	6.14	0.70	6.22	0.82	-0.94	.350
Subjective norm	5.21	0.81	5.33	0.92	-1.16	.248
Perceived behavioural control	5.58	0.80	5.69	0.86	-1.10	.271
Intention	6.19	0.85	6.16	0.98	0.21	.832

As seen in Table 3, no significant differences were found in preservice elementary school teachers' and preservice social studies teachers' scores for attitude, $t(312) = 1.81$, $p > .05$; subjective norm, $t(312) = 0.61$, $p > .05$; perceived behavioural control, $t(312) = 1.88$, $p > .05$; and intention, $t(312) = 0.84$, $p > .05$.

Table 3: Differences for attitude, subjective norm, perceived
behavioural control, and intention by major

Measure	Preservice elementary school teachers		Preservice social studies teachers		$t(312)$	p
	M	SD	M	SD		
Attitude toward the behaviour	6.23	0.70	6.06	0.88	1.81	.071
Subjective norm	5.29	0.85	5.23	0.91	0.61	.540
Perceived behavioural control	5.69	0.80	5.50	0.88	1.88	.061
Intention	6.20	0.82	6.11	1.11	0.84	.400

As seen in Table 4, correlations between attitude, subjective norm, perceived behavioural control, and intention ranged from .27 ($p < .01$) to .61 ($p < .01$). There were significant and positive correlations between intention and attitude ($r = .61$, $p <.01$), subjective norm ($r = .58$, $p <.01$), and perceived behavioural control ($r = .49$, $p <.01$), which suggests that the higher the positive attitudes, subjective norm perception, and perceived behavioural control of the preservice teachers, the more likely they will use case studies in their social studies classes.

Table 4: Means, standard deviations, and intercorrelations for scores on four measures

Measure	M	SD	1	2	3	4
1. Attitude toward the behaviour	6.18	.77	1			
2. Subjective norm	5.27	.87	.48**	1		
3. Perceived behavioural control	5.64	.83	.27**	.37**	1	
4. Intention	6.18	.92	.61**	.58**	.49**	1

Note. All correlation coefficients are significant at $p < .01$.

As per the results in Table 5, multiple regression analysis was performed to investigate the impact of attitude, subjective norm, and perceived behavioural control on intention to use the case study method in social studies classes.

Table 5: Regression analysis for attitude, subjective norm, and perceived behavioural control predicting intention

Variable	B	SE B	β	t	p
(Constant)	-0.07	0.34		-0.22	.828
Attitude toward the behaviour	0.48	0.05	.40	9.00	< .001
Subjective norm	0.30	0.05	.29	6.23	< .001
Perceived behavioural control	0.30	0.05	.28	6.61	< .001

Note. $R^2 = 54$; $F (3, 310) = 122.20$, $p < .001$

Multiple regression analysis revealed that the combination of attitude, subjective norm, and perceived behavioural control accounted for 54% of the variance in intention to use the case study method in social studies lessons, $R^2 = 54$, $F (3, 310) = 122.20$, $p < .001$. Attitude (β = .40, $p < .001$), subjective norm (β = .29, $p < .001$), and perceived behavioural control (β = .28, $p < .001$) in the model contributed positively and significantly to the intention. Moreover, attitude—with the highest beta weight—is relatively the strongest predictor, followed by subjective norm and perceived behavioural control.

Discussion

Based on the TPB (Ajzen, 1985, 1991), this study was carried out to investigate preservice teachers' attitudes toward use of the case study method in social studies, their subjective norm and behavioural control perceptions concerning the case study method, and their intentions to use the case study method in their social studies classes.

The study showed that female preservice teachers, compared to males, had a higher positive attitude toward use of the case study method in social studies classes. Females were also found to be more likely to use case studies. In line with this finding, Ba topçu (2018) found that female elementary school teachers implemented case studies more than males. One explanation for this might be attitudinal and motivational differences between female and male preservice teachers in relation to their entering the teaching profession (Richardson & Watt, 2006). It is well-documented that females, compared to male preservice teachers, have a more positive attitude toward the teaching profession (Aydın & Sağlam, 2012; T. Doğan & Çoban, 2009; Dönmez & Uslu, 2013; Manuel & Hughes, 2006) and are motivated more by intrinsic factors to become a teacher (Bursal & Buldur, 2016; Çermik, Doğan & Şahin, 2010; Saban, 2003), which in turn might influence their attitudes and tendency to use the case study method (Han & Yin, 2016; Hein et al., 2012).

Another explanation for this result might be related to associations between teachers' adopted gender stereotypes and their teaching behaviours (Bullough, 2015; B. Francis, 2008; Laird, Garver & Niskodé, 2007; Sánchez-Escobedo & Lavadores, 2018). For example, some research conducted in the Turkish context found that gender stereotypes such as being authoritarian, impatient, powerful, independent, and leader-like were attributed to males while gender stereotypes such as being self-sacrificing, hardworking, patient, and tolerant were attributed to females (G. Aslan, 2015; Sakallı-Uğurlu, Türkoğlu & Kuzlak, 2018). It was also found that male teachers were perceived to be more authoritative, disciplinarian, and lecturing (Sari & Basarir, 2016), which might predispose male teachers to teach according to their adopted gender roles and distance themselves from student-centred methods (Patton, 2015; Sánchez-Escobedo & Lavadores, 2018; Sari & Basarir, 2016) since these methods necessitate males to adopt the role of facilitator, to give up an authoritarian role, and to share power and responsibility with students (B. Akpınar & Gezer, 2010; Patton, 2015). On this point, Kabapınar (2016) argued that the case study method can be implemented successfully only in an independent classroom environment where students argue their viewpoints freely and without fear, which entails the supportive and non-authoritarian roles of teachers (Kabapınar, 2016).

The present study did not find any significant differences in the attitude, subjective norm, perceived behavioural control, and intention scores of preservice teachers by both year of study (junior, senior) and major (preservice elementary school teachers, preservice social studies teachers). One of the reasons for this finding might be the courses taken by students in their first, second and third years, when both preservice elementary school teachers and social studies teachers receive most of their pedagogical and teaching methods courses (about 65% in the Elementary School Teacher Education Program and

about 56% in the Social Studies Teacher Education Program), leaving not so many courses for the fourth year (Turkish Council of Higher Education [CoHE/YÖK], 2007).

The preservice elementary school teachers take the school experience course in their third year, while preservice social studies teachers take it in their fourth year. Moreover, in both programs, preservice teachers receive the practice teaching course in their fourth year of the program (CoHE/YÖK, 2007). Even so, since teacher-centred methods are very common and case studies are rarely used in schools (Akçay et al., 2016; Baştopçu, 2018; A. Çağlar, 2009; Çelikkaya & Kuş, 2009; C. Doğan, 2003; Taşkaya & Bal, 2009; Yeşilyurt, 2013), they do not have the opportunity to observe and apply the methods taught in their courses in real classrooms during school experiences and practice teaching courses (M. Akpınar, Çolak & Yiğit, 2012; Bauml, 2016; Çelikkaya & Kuş, 2009; Girmen, Kılıç & Kaya, 2016; Lanahan & Yeager, 2008).

This study found that attitude, subjective norm, and perceived behavioural control explained 54% of the variance in intention to use the case study method in social studies classes. Moreover, these three variables significantly and positively predicted preservice teachers' intentions. This indicates that a more positive attitude toward applying the method and heightened perceived social pressure to use the case study method, together with the perception that they could use the method easily and control its use, resulted in a greater intention to incorporate the case study method in their social studies classes. This finding supports Ajzen's (1991) assertion that "the more favorable the attitude and subjective norm with respect to a behavior, and the greater the perceived behavioral control, the stronger should be an individual's intention to perform the behavior under consideration" (p. 188). This is also consistent with previous studies (Beck et al., 2000; Crawley, 1990; Karademir, 2013; Karaman, 2017; Lee et al., 2010; Lumpe, Czerniak & Haney, 1998; Lumpe, Haney & Czerniak, 1998; Pryor et al., 2016; Yusop, 2015) which found that attitude, subjective norm and perceived behavioral control — although their relative power differed, as asserted in the TPB (Ajzen, 1985, 1991) — accounted for a significant amount of the variance in preservice/in service teachers' behavioural intentions. In the present study, the strongest predictor of intent to use the case study method in social studies was found to be attitude. This is in line with previous studies (Beck et al., 2000; Crawley, 1990; Karaman, 2017; Lee et al., 2010; Pryor et al., 2016; Yusop, 2015) that also highlighted attitude as the most influential predictor of intent.

Conclusion

The study showed that female preservice teachers had a higher positive attitude toward applying the case study method and were more likely to use case studies in their social studies lessons. Although some rationale could be made for this result, further research is needed to explore the male preservice teachers' comparatively lower attitudes and intentions to use the case study method and thus develop concrete suggestions accordingly.

This study also found that attitude, subjective norm, and perceived behavioural control significantly and positively predicted preservice teachers' intentions. However, the

strongest predictor of intent to use the case study method in social studies was attitude. This finding suggests that the focus in teacher training should be more on changing attitudes to increase intent (Beck et al., 2000; Lee et al., 2010). Previous studies showed that preservice teachers usually used teacher-centred teaching methods (lecture, question-answer, etc.) in their practice teaching courses (M. Akpınar et al., 2012; Girmen et al., 2016) and that they lacked opportunities to reflect on their performance, as well as receiving insufficient feedback from teachers and teacher educators about their implementations at the practice schools (M. Aslan & Sağlam, 2018; Çelikkaya, 2011). On the other hand, an action research study by Ütkür (2016) showed that support given to teachers in preparing case studies positively influenced their opinions of the case study method. It also increased the quality of case studies prepared by the teachers, as well as enhancing their efforts and enthusiasm for teaching the lesson (Ütkür, 2016). Hence, giving opportunities to preservice teachers to prepare case studies for social studies topics and discussing them in social studies teaching courses; encouraging them to employ case studies during the practice teaching phase, then reflecting on and discussing the benefits of the method could all assist preservice teachers in developing positive beliefs and attitudes toward the case study method. Moreover, if teacher educators applied case studies in their social studies teaching courses and other courses in teacher training programs, it would contribute to preservice teachers developing a more constructive and informed view about using the case study method (Beck et al., 2000; Harman et al., 2015; Lumpe, Haney & Czerniak, 1998; Murray, 2016; Ütkür, 2016).

Although the current study successfully showed the relationship between attitudes, subjective norm, perceived behavioural control, and intention regarding the case study method in social studies, several limitations need to be considered. Firstly, the study was conducted with participants only from the Faculty of Education in one state university. Therefore, including participants from various universities could help better understand the intentions of preservice teachers to use case studies in their social studies classes and identify factors influencing their attitude, subjective norm, and perceived behavioral control, as well as intentions. Secondly, the current study focused on only attitude, subjective norm, and perceived behavioural control as determinants of intent. It is recommended that future research also includes behavioural, normative, and control beliefs in relation to the case study method in order to understand the whole picture, as explained in the TPB (Ajzen, 1985, 1991).

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