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The analysis of the factors affecting the acquisition and usage of the contemporary knowledge in The social studies education: Teachers

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Abstract

The present study was conducted with the aim of analyzing the methods of and the factors affecting the acquisition of comtemporary knowledge in the social studies lessons in primary education programs according to the criteria required by the age of information. The research was done according to the survey model and the six schools in Bursa city. The participants of the study were the 50 teachers. The data were analyzed with SPSS 10.0 version. The data anaysis was done with the following: Frequency Analysis, Descriptive Statistics, Correlation Analysis, Regression Analysis, Q-Square Tes, Pearson Q-Square and Fisher Q-Square, Kruskal Wallis Test, Mann Whitney U Test, The Reliability Analysis, One Way Variance Analysis, Independent Samples T-Test. Qualitative data were analyzed with frequency analysis. The results of the study showed that the factors such as teacher affecting the acquisition and usage of the contemporary knowledge in the social studies education.

Keywords: Social studies education; contemprary knowledge**;** student; teacher.

1. Introduction

Social Studies is one of the basic subjects in primary education. It is defined as an education program deriving its goals from the citizenship-related responsibilities of the democratic society and its content from social sciences, and having the practices of citizenship-related skills made. In social studies, the examination of social behaviours is important (Tanrıöğen, 2005). The clued up human forming the most esteemed human type of the old times has been replaced by the human knowing how and where to find information when necessary (Oktay, 2001). In the context of enhancing student achievement standards and performance, the concept of socialization and lifelong learning come to the fore. Education is an economic necessity not only for the individual but also for the whole nation and aims to enhance human quality and develop the potentials of all humans. Moreover, it is necessary that many behaviours should be introduced to the individual in a planned way (Senemoğlu, 2004). Depending on the structure of education programs, the subject of Social Studies appears to aim to realize an effective citizenship education in a democratic system by adopting a formal approach (Barth & Demirtaş, 1997). In Turkey, the subject of Social Studies is one of

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the most essential subjects in providing individuals with information about the society and its problems, teaching them citizenship-related responsibilities, enabling them to understand human relations and comprehend the characteristics of the nation (Kayalı, 2000). Among the characteristics of the open education aiming to achieve the basic goal of education, namely personal development, are teachers' being encouraging and team works of the groups composed of students from different ages in addition to the elements such as active student participation in learing, use of tangible objects, interest in the complete child development, individualization of educational materials and teaching methods, movable and comfortable furniture (Woolever & Scott 1989). It can be stated that today's societies have complex structures and continuous learning and the matter of human education are very important in the information society. Aydın (2000, 193) states that culture has characteristics such as renewal and development and the concentration of communication and interaction in the twenty-first century means that people should not live separated from the world. Only if the teachers giving the subject of social studies become individuals who are in harmony with students, student parents, school and its environment, cooperative, creative, self-evaluative, innovative, good communicators, patient, disciplined, considerate, fair, entertainers, mature, with high expectations, they can be successful in training efficient citizens (Tanrıöğen, 2005). A teacher should not only observe and listen but also interpret the eye-witnessed and the ear-witnessed. It can be said that, in the information society, all individuals should learn to learn and develop quickly, and the education system should prepare students in this direction by having them access information (Hesapçıoğlu, 2001). Beech (1985) determined that 40% of primary school students could relate to what they hear and read rather than speak. There has appeared the advantage of teachers' knowing about individual learning styles and study styles of children and performing the practices of all these (Cited by Dean, 2000). Houlton (1988, 23), while explaining about the qualities that teachers in England should have, put forth the necessity of teachers' understanding the main characteristics of the cultural systems of ethnic groups and training themselves about the languages spoken, religious beliefs, names and naming systems, clothing styles, social conventions, value judgements, traditions, child-rearing styles and family structures, and food habits (Cited by Dean, 2000). Woolever and Scott (1989, 29) found in their study that active student participation, use of tangible objects, acquiring information about child development, individualization of educational materials and teaching methods, use of movable and comfortable furniture and team-works of students from different ages have great roles in creating healthy education environments.

Dunne and Bennett (1990, 22) concluded that both high and low success groups work better in mixed ability groups, and in addition to personal characteristics, the inability to understand the tasks affect students' working performance in grup works. It was determined that although children sit together, they work individually, think that it is necessary to work cooperatively when working on a group story or a part of a task for a joint product, sometimes work on a task collectively, more involve in their own tasks in cooperative environments, and the amount of talking concerning the task is more than 22%. Galton and Patrick (1990, 82) found that heterogenous groups are more successful in group works (Cited by Dean, 2000). It was concluded that the most frequently observed talkings in group works are those which are related to story-making, sequencing events or finding the main idea of a tale (Cited by Dean 2000, 97). Chinaekwu (1993), in the study investigating the teachers' involvement in decision-making process, school culture and job satisfaction, found relationships between these three. In the study by Collopy, while among the teacher characteristics concerning change are mentioned their being protective, promoter and innovative, no relationship was found between demographic factors and systematic change (Cited by 2002, 154,156). Askew et al. (1995, 20) found in their study that well-informed teachers question their students about problem solving processes and listen to their answers while less-informed ones explain about problem solving processes to their students or only observe students' analyses. Thus, making systematic observations including the use of tests and checklists has become important (Cited by Dean 2000, 30). Dean (2000) concluded that teachers should develop in-group relationships by attaching importance to the social structure of the class in order to achieve social communication, and in the context of social experiences that children have with their friends, they should make practices.

Regarding learning and comprehending and discussing the reading material in school environment, Pollard and Triggs (2000, 64,69,72) found in their study that while the percentage of the children thinking that they discuss some verbal expression matters too much was 41% in the fifth grade, it decreased to 37% in the sixth grade, and more than half of the students spent very little time on discussion. Dean (2000), identified students' learning styles, associated these with teaching styles, and determined four different learning styles. Regarding the special teaching methods used in the lesson, Anıl (2000), found that teachers mostly use the question-answer and direct methods in the Social Studies lessons. Regarding the materials used, teachers mostly benefit from the coursebook, blackboard,

maps and globe. It appeared that teachers pay attention to the matters such as repetition, correction, and feedback, but they become sensitive from time to time about the matters of reinforcement and motivation. It has been observed that the works that the whole class do together gradually decrease from the first grade to the fifth and increase again in the sixth grade, and the activities in which the whole class participate and group works have been replaced by different personal works. Glasser (2000) found that creating a genuine and supportive classroom atmosphere, students' doing their best, and their self-evaluating and developing their own works achieve the quality school related conditions. Studies have shown that successful students set up good communications with their teachers (Cited by Elmacıoğlu 2000). Proctor et al. (2001) discovered that in primary education three important elements, namely the ways in which children learn and develop, characteristics of the curriculum to be given, and teachers' selecting organizational and teaching strategies have effects on teaching approaches. In regard to teaching methods, explaining, demonstrating and questioning subject matters and teacher communication have been found to be important. Hoge (2004), investigated into how and why primary school teachers use the Social Studies coursebook in their lessons and concluded that they mostly use only the coursebook, can not bring materials to the classroom, and their teaching method is usually based on reading due to financial constraints, but students travelling and seeing a lot show interest in the book, and technical matters make paragraphs more complicated, names of foreign countries and cities make the lesson more difficult, and since time units are very big, they are uneasy to understand. Safran-Ata (2003) and Şahin (1997) determined in their study that 66% of the primary school teachers have difficulties in teaching concepts and terms (Cited by Taşlı, 2005). Taşlı (2005) revealed that students access information by themselves through concept puzzles and develop their problem solving abilities . If Social Studies teachers create ideas about students' educational needs, make plans and organize activities, they can be said to have acquired the characteristics of a reflective teacher. In this context, this study aimed to investigate the relationships between the present conditions, qualities and professional characteristics of the teachers giving the subject of Social Studies by examining the obtained data.

2. State of the Problem

The question "Do the ways in which students acquire and use information in the Social Studies lesson vary depending on the qualities and conditions of the teachers depending on the socioeconomic statuses of the schools?" is the problem statement of the study.

3. Purpose of the Study

The purpose of this study is to investigate into the qualities, education-teaching related opinions, and the conditions of the teachers giving the Social Studies lesson in the 4th, 5th, 6th and 7th grades in the primary schools attached to the Ministry of National Education depending on the socioeconomic statuses of the schools where they are working and some related practices.

4. Method

As known, survey models are the research approaches aiming to describe a past or present state as it was/is (Karasar, 1998, 77). Since this study aims to evulate the present conditions of the factors influencing the acquisition and use of the contemporary information in the Social Studies lesson, the model used in the study is included in the survey model.

5. Population and Sample

The population of the study is composed of the teachers working at the primary schools attached to the Ministry of National Education. The study was conducted with 50 randomly-selected teachers giving the Social Studies lesson in the 4th, 5th, 6th, and 7th grades at the 6 schools representing low, mid and high SES in the Osmangazi, Yıldırım, and Nilüfer districts of the province of Bursa.

6. Data Coolection Tool

In the study, as a data collection tool, the Education-Teaching Related Teacher Opinions Questionnaire prepared by the researcher was used to obtain information about the names of the schools where the teachers are working, their ages, gender, the length of their service period, branches, the names of the programs they graduated from, their styles of communication with students, their parents and society, their ways of developing themselves, income levels and daily lives, and their opinions and thoughts about the roles of teachers in the information society, the contemporary education and students, homework assignments, planning, teaching methods, creativeness, critical thinking, democracy, and classroom management. The Cronbach's Alpha coefficient of the part of the Education-Teaching Related Teacher Opinions Scale including Likert type questions was found to be .81 and the Cronbach's Alpha Reliability coefficient of the Student Attitudes-Behaviours and Education-Teaching Proficiency Related Teacher Opinions and Observations Questionnaire was found to be .72.

7. Data Analysis

SPSS program was used during the process of entering the quantitative data obtained in the study in the computer and Excel program was used in the process of entering the qualitative data in the computer. As known, qualitative data can be digitized basically by using two methods: simple percentage calculations and word frequency calculations. In general, the statistical calculations and work done in regard to the analyses and evaluations of the data can be specified like this: Frequency Tables, Descriptive Statistics, Correlation Analysis, and Pearson's Chi-Square Tests used in the comparisons of the variables having categorical data structure. Kruskal Wallis Test was used for more-than-two-groups comparisons and Mann–Whitney U Test was used fo the binary group comparisons. For reliability analysis, Cronbach's Alpha coefficient was used. Correlation coefficients were calculated in accordance with Spearman's Rank Correlation coefficient. Moreover, one-variable analysis of variance was applied. Answers were tabulated by grouping separately. Changes and differentiations were separately tabulated and examined in frequencies and percentages.

8. Findings

To obtain findings, various open-ended and close-ended questions included in the Education-Teaching Related Teacher Opinions Questionnaire, Student Attitudes-Behaviours and Education-Teaching Proficiency Related Teacher Opinions and Observations Questionnaire were evaluated. It was investigated whether there is a significant difference between the teachers' opinions about education and teaching depending on their service periods by applying one-variable analysis of variance on the test results.

Table 1- ANOVA Results of the Education-Teaching Related Teacher Opinions Test

	Sum of squares	Degree of freedom	Mean	F	Significance level
Between Groups	1440,647	25	57,626	1,188	,337
Within Groups	1163,833	24	48,493		
Total	2604,480	49			

According to the Table, no significant difference was found between the teachers' opinions about education-teaching. To learn about whether there is a significant difference between the education-teaching related opinions of the teachers with different lengths of service periods (10 years, 20 years and 30 years), one-variable analysis of variance was applied on the test results for each test item. Significant differences were found at 0.05 level in 2 items of this attitude test composed of total 32 items, yet no differences were found in the other 30 items. According to this, in general, significant differences were found between the items *"I manage both in and out-of-school times of students and an individual study program is available out of school"*. Regarding managing in and out-of-school times of students, significant differences were found between the teachers with 20 years of service period and those with 30 years of service period. Moreover, regarding making an individual out-of-school program, significant differences appeared between the teachers with 10 years of service period and those with 20 years of service period.

Table 2- Descriptive Statistics about Teachers' Ages and Service Periods

	Number	Minimum	Maximum	Mean		Sta
				Statistics	Standard error	
Age	50	23	58	7,88	1,4308	10,1169
Service period	50	.80	36,00	14,7120	1,5181	10,7349

According to the Table, the mean age of the teachers was found to be 37,88 and the standard error was found to be 1,4308. When the mean of the service periods of the teachers was examined, it appeared to be 14,71. The standard error was found to be 1,5181.

Table 3- Findings about Teachers Working at Mid and High SES Schools

	SCHOOL (SES)	NUMBER	Average Degree	Sum of Ranks
Service period	Mid	8	14,69	117,50
	Low	18	12,97	233,50

* **SES:** Socioeconomic status

No significant difference was found between the service periods of the teachers working at mid and high SES schools (Mann-Whitney U test p=.597). The measurement tool including teachers' opinions about education and teaching was administered to 50 teachers. Relationships between opinions were found by calculating Spearman's rank correlation coefficients.

Table 4- Correlation Analyses regarding Teachers (Spearman's Rank Correlation Coefficients)

	Students get bored in the Social Studies lesson
Participation to class discussions and activities	.63**
Attach importance to profession	.46**
Managing students' out-of-school time	.37**
Making personal working program	.34*

According to the correlation analysis concerning the item "Students get bored in the lesson of Social Studies", there appeared positive correlations at 0.01 level between the variables of the teachers' education-teaching related measurement tool. However, a positive correlation was observed with the item "making an individual study program" at 0.05 level. Spearman's Coefficients varied between .34* and .63**. A strong correlation was found between the decrease seen in the number of participants to activities and class discussions in the lesson of Social Studies and getting bored in this lesson. According to the correlation analysis concerning the item "Nowadays teachers need to behave more authoritatively" of the Education-Teaching Related Teacher Opinions tool, there appeared positive correlations between this item and ages and service periods. Moreover, it was correlated with the variable 'owning a library' at 0.01 level, and with the others at 0.05 level. Spearman's Coefficients varied between .30* and .33**. There appeared positive correlations between the teachers' service periods, ages, their owning a library with which they achieve their professional development and their thinking more authoritatively. In the correlation analysis of the item "Social Studies lesson makes me excited and happy" of the Education-Teaching Related Teacher Opinions tool, positive correlations were found between the questions at 0.01 level. Spearman's Rank Correlation Coefficients were .38** ve .42**'. Relationships were determined between the teachers' owning a library with which they achieve their professional development and their allocating time for visiting museums and the students' feeling happiness and excitment about the subject matters of the lesson of Social Studies. In the correlation analysis of the item "I'm teaching the Social Studies lesson consciously" of the tool, the positive rank correlation coefficients found between the variables varied between .31* and .37* at 0.01 level. There were relationships between the teachers' thinking that their students are completely conscious in the lesson of Social Studies and their being authoriterian, talking with students' families about their children's development, using a supplementary handbook, participating to in-service training programs, and checking if they have a comprehensive, functional and equal opportunities providing program. Here it is important that teachers should know what, why and how to do and get prepared in accordance with the aims of the lesson. To learn about in general whether there were

significant differences between the teachers at low, mid and high SES schools, one-variable analysis of variance was applied on the test results of the "Education-Teaching Related Teacher Opinions Scale".

Table 5-ANOVA Results of the Education-Teaching Related Teacher Opinions Scale

	Sum of squares	Degree of freedom	Mean	F	Significance level
Between groups	406,022	2	203,011	4,340	,019
Within groups	2198,458	47	46,776		
Total	2604,480	49			

As seen from the Table, a significant difference was found. To learn about the source of the difference, comparisons were made on the basis of questions. To learn about whether there were significant differences between the education-teaching related opinions of the teachers at low, mid and high SES schools, one- variable analysis of variance was applied for each item on the test results obtained from the "Education-Teaching Related Teacher Opinions Scale". For 7 items of this test composed of total 31 items, there were general differences at 0.05 level, but for the other 24 there were not.

According to the Mann Whitney U test, no significant differences appeared between the service periods of the teachers working at the schools with mid SES and those of the ones working at the schools with high SES and between the service periods of the teachers working at the schools with low SES and those of the ones working at the schools with mid SES (p.597, p.052 respectively). A significant difference was found between the service periods of the teachers at low and high SES schools (p.023). The mean of the service periods of the teachers at low SES schools was 10,9 and the standard error was 1,98; at mid SES schools it was 19,5 and the standard error was 3,22; at high SES schools it was 17,6. Similarly, when the means of their ages were examined, it appeared that while the lowest age mean was found at the schools with low SES, the highest age mean was found at the schools with low SES. The age mean of the schools with low SES was 35,54 and the standard error was 1,95, that of the schools with mid SES was 42,50 and the standard error was 2,99, and that of the schools with high SES was 38,94 and the standart error was 2,61. According to the Kruskal-Wallis test, no significant differences were found between the ages of the teachers depending on SES (p.236). Significant differences were found between the service periods of the teachers depending on the schools. While significant differences were found between the schools with low, mid and high SES in respect to the questions the teachers provided answers about their education and teaching related opinions, yet no significant differences were found between the state schools with low and mid SES. When considered from the point of teacher efforts toward training the information society individual and the strategies they use, it appeared that the teachers with low SES attached more importance to "the strategies based on research and observation", those with mid SES attached more importance to "the strategies toward training individuals with self-awareness and self-confidence" and "those toward teaching and questioning thinking methods", and those with high SES attached more importance to "the strategies toward assigning homework regarding continuous research and learning by exploring". In order for the efforts spent by teachers toward training the information society individual and the practices of the strategies they use to be healthy, their communication set-up styles are also important. It appeared that the teachers at the schools with low SES mostly asked questions in the lesson, set up one-to-one communications, and gave the answers like "I'm cordial, considerate and patient". When the answers by those at the schools with mid SES were examined, it generally appeared that they gave the answers like "I talk face to face, and use the guidance oriented inventories". When taken the answers by those at the schools with high SES, it appeared that they mostly gave the answers like "I'm cordial and affectionate and I approach considerately" and "based on cooperation". The teachers did not have serious problems in regard to communication with students and between-teachers communications. Teachers shared the same opinions about the matters of reading books, participating to seminars, attending various courses, training individuals capable of searching, questioning and using information, and teaching with the awareness of individual differences. Considering the time allocation attitudes of the teachers for works in in-class practices, it is eye-catching that the number of those allocating no time for them appeared to be very low. The percentage of the teachers focusing on homework assignments and other kind of practices in the lesson varied between 20%- 30 %. While performing activities together with students, eliciting their creativeness is likely to increase productivity. The teachers stated their opinions about this matter like this.

When the teachers' suggestions regarding the elicitation of the creativeness of children were examined, it appeared that all the teachers at the schools with low, mid and high SES mostly gave the answers "We should have them perform activities/practices", "We should determine their individual differences and fields of interest" and "We should have them perform tasks related to their skills" to the question "What do you think we should do to elicit the creativeness of children?". In addition to this, the teachers at the schools with high SES also gave the answer "We should have them perform group works". It was found that the activities performed by the teachers in the classroom while following the Social Studies teaching program varied depending on the SES levels of the schools. Lastly, it can be stated that paying attention to the matters such as self language and effective listening in the direction of individual needs and interests without being precluded by communication barriers plays a great role in teachers' becoming successful in the activities performed in the Social Studies lessons. The answers of the teachers regarding the difficulties that the teachers had in following the teaching program were ordered according to their frequencies. Depending on the SES levels of the schools, the teachers had difficulties while following the teaching program. The teachers were solicitous to design their own curriculum.

9. Discussion and Conclusion

When the students' acquiring and using the information in the Social Studies lesson were taken in the teacher dimension according to SES levels of the schools, variations were observed. It was determined that the students' acquiring and using the information in the Social Studies lesson varied depending on the qualities and service periods of the teachers. Differences' being related to out-of-school time means that the teachers are more sensitive to these matters as a result of the professional experience. In this context, out-of-school times and in-school times of the students integrates and life-long learning comes to fruition. Developing classroom teaching becomes possible through the school administrator's ability to encourage, create stimulation and motivation, and apply a reward system (Cited by Bakioğlu, 1999). It is also important to determine the ages and service periods of teachers. Group works can help students state themselves more comfortably. The Social Studies curriculum and its implementations should be taken together. Performance during implementation, concentration and the discipline applied to children have an effect on the success achieved. Aagain in the same process, some studies have emphasized the importance of the use of the coursebook and the timing pursued during working the units in it (Cortazzi, 1998). Dean (2000), found that students spent more time on activities in formal classrooms, yet spend better time in informal ones . Effective participation is aimed in activities. While Yazıcı (2003) and Çelik (2002) regard teachers as implementers of the program, Voogd emphasizes that teachers' working for long periods in their professions decrease their effectiveness. Mc Conkey (1985), Bastiani (1989) and Dean (2000) emphasized the teacher-student parents relationships.

The teachers at the schools with high SES attach more importance to visiting museums. Laycock emphasized the necessity of highlighting the phenomenon of the child's exploring him/herself instead of the teacher's being the primary prompter. It is emphasized that the curriculum at primary schools should be taught using activities and experience rather than information to be kept in mind (Laycock, 2001). Museums, in this context, facilitates learning by addressing to many senses and enabling students to acquire real experience. Webb and Vulliamy (1996), Aydın (2000), Mulqueen (2001) and Scott O'Sullivan (2000) touched on the matters of adaptation to change and development. Moreover, concerning the curriculum, Rundy (2002), Lloyd (2002) and Bogoliubov (2004) used statements overlapping with those of the study. Anıl (2000) found that teachers mostly use the question-answer and direct methods in the Social Studies lesson. Of English pedagogues, Proctor (2001) states that the definition of "good" teaching can always change depending on the models of contemporary education and new human. Güçlü (1998), Vella (2001), Tanrıöğen (2005) and Wood (1998) emphasize the fact that the child should explore and produce information by him/herself. Laycock (2001), Grech (2003) and Frendo (2003) state that the activities such as drama and film watching should be attached importance. All of the teachers at the schools with low, mid and high SES levels generally use the question-answer and direct methods. According to the Warnock Report, meeting individual needs is important (Lloyd, 2002). Teachers' knowledge and thoughts concerning creativeness, as stated by Senemoğlu (2000) and Yeşilkayalı (1996), cover thinking flexibly, fluently, originally, and out of the way and approving individuals' own free thoughts in solving problems. If a teacher finds the content and methods in a Social Studies lesson inconvenient or does not meet the needs of children, s/he might experience conflicts. Teachers face three fundamental problems: Viewpoints of teachers and society concerning children and childhood, sanctions of a curriculum and the education system, and teachers' beliefs and values and in-class practice traditions (Moyles, 1998).

10. Suggestions

Students should be made curious about the next stages during developing their research making skills. To achieve effective participation to the activities performed in the Social Studies lesson, teachers should provide feedback within the shortest time possible immediately after activities. While setting up communications, constructive criticisms and positive statements should be used. In case of a mistake, the students fearing to be ridiculed by their friends are in majority at the schools with high SES. Concerning this, the matter of self-confidence, which is one of the values included in the Social Studies program, should be attached importance and activities related to this should be performed together with students. The skill of "learning to learn" included in the Social Studies program should be given weight.

The sense of responsibility of the students not doing their homework assignments every day should be developed and they should be acquired the ability to make plans and follow this plan. While having students acquire the habit of studying, their parents should be asked for their cooperation. In this context, suitable study environments should be prepared. While determining students' expectations, teachers should take into consideration the interests, needs and abilities of each student and prioritise individual differences. Students should be made capable of knowing about themselves and various relevant tests should be applied. Silent reading activities should be given weight at low SES. Particularly, while performing the Social Studies lesson, the method of discussion should be given weight so that it could create a communication environment. Activities toward having high SES school students acquire the benevolence related qualities should be given more weight. Again, high SES school students are unable to concentrate on what they are doing in the lesson. For low SES students whose ability to think critically is weak, the number of the relevant activities should be increased. The principle of up-to-dateness, which is one of the principles of the Social Studies lesson, should be attached importance. At mid and high SES schools where students adopting group works are few in number, activities encouraging group works should be given weight.

Teachers should use the strategies compatible with the full learning model and in accordance with constructivist approach. Teachers should give constructive feedback following their evaluation of student works. Time spent by students at low and mid SES schools in the classroom for individual works should be increased. Individual activities should be given weight. Teachers at low SES schools think that students are not so capable. However, teachers should be interested in the reasons why students can not exhibit their abilities. Teachers should give place to projects that reserved, passive and disagreeable students at all SES levels can do both at and out of school together with their friends about social environment and friendship relationships of students they observe. At low and mid SES schools where no subject matters other that lesson subjects are usually taught, real life examples regarding the lesson should be given more weight. Low SES school teachers should spend more effort in regard to the matter of overcoming difficulties in the classroom, share students' problems and know about them. In order to discover children' creativeness, the methods of asking questions, discussion and brainstorming should be employed, they should be given the opportunity to express themselves, they should be made to prepare projects and their fields of interest should be determined. While evaluating students' supported performances, the home and family factors should be taken into consideration. For positive changes concerning contemporary education to become possible, especially the 4th and the 5th grade students should be made to acquire the sense of responsibility. Concerning students' participation to activities, as well as the 4th grade students, the 7th grade students should also be encouraged. Teachers should organize the amount and quality of homework assignments especially in the 4th grade Social Studies lesson by knowing about students.

In order to make male teachers more inclined to the discussion model in the Social Studies lesson, necessary readiness works should be done. Students of male teachers get bored in the Social Studies lesson. Lessons should be taught especially by using different methods. Male teachers might increase participation in this lesson to discussions and activities by encouraging students. Moreover, male teachers giving Social Studies lessons should give more weight to meetings with student families and works concerning student developments. Male teachers should develop their libraries. Teachers should teach their lessons in the Social Studies lesson by creating more heterogenous groups. In order to have students acquire study skills, group works should be performed. Feedback given in the classroom amounts to degrees students have in the competition. Competitive environment increase students' motivation. While creating learning environments, these should be taken into consideration. The primary reason for students' becoming successful in the subject matters they are good at is that they allocate time and exert themselves. Teachers should lay the groundwork for students to exert themselves. First substantial effort should be spent to develop positive attitudes towards the lesson, and teachers should try to achieve active student participation by using

appropriate methods and technologies. It is observed Social Studies lessons appear to be one of the least popular lessons at the schools with high SES. In this context, student parents, teachers and students should be informed. Those feeling lost when their words are not accepted are mostly from the schools with low SES. Teachers should allocate more time in the Social Studies lesson for students' skills of entrepreneurship, saying 'no' and stating clearly their thoughts. Teachers should consider this when assigning homework. For this reason, teachers should provide sudents with feedback about how, where and why they spend their out-of-school time and recommendations and check them.

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