

## A Factor Analysis Study on the Skills and Values Covered in the Social Studies Course

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**Abstract.** This study aims to examine in terms of teachers and students' views and by the factor analysis method the skills and values covered by the Social Studies course. Considering human relationships as a whole, the discipline of social studies education investigates the relationships of people in their social and physical environment. The Social Studies course is one of the central ones in the primary education program aiming to raise children who are aware of their interests and needs and capable of solving personal and social problems by virtue of their own beliefs and judgment values. The study population is primary school students. The socioeconomic levels were taken into consideration choosing the sample. 6 schools were selected. The participants were 2000 students in the above-mentioned schools and 50 teachers. Results are discussed at the end of the study.

**Keywords:** Social studies courses, skills-values, factor analysis.

### INTRODUCTION

Although education is traditionally defined as “a process of feeding one’s personality” or “investment in man”, it is also considered to be “a process of creating or encouraging desirable behavior” or “a process of fostering a desirable culture in the individual”. This process could take place independently of a particular plan at any time in family, at the cinema, in the street, at school, during breaks between classes etc. On the other hand, many types of behavior should be encouraged in a planned way so that people exhibit them (Senemoglu, 2004). As a central one, Social Studies course aims to give effective citizenship education with a formal approach in a democratic system (Barth&Demirtas, 1997). The Social Studies course in Turkey plays an important role in helping students acquire knowledge about the society, social problems, their responsibilities as a citizen, human relationships and national characteristics (Kayali, 2000).

In Social Studies course, which is defined as the pieces of dynamic information gained from the process of substantiating things and establishing relationships with social realities, one has to recognize the fact that children in the concrete operations stage would perceive a whole better than the parts (Sonmez, 2005). In this context, there have been some important changes in Social Studies education in terms of the programs and the focus has been shifted onto social criticism, decision-making and social actions. In 1968, the behaviorist approach was adopted in the USA. It refused teaching only about facts and favored individualized learning, teaching at the highest level possible and encouraging students to research and discover. In this context, improving decision-making skills came up (Wloover & Scott, 1989). One of the main points of this developmental philosophy is the view that true democracy can be established and a civilized society can be built only if children are educated in schools working in a democratic way to prepare their students to live in a democratic society (Woolever and Scott 1989). It is possible to mention that the education systems of our day have to prepare the students to be individuals capable of learning to learn, changing when needed and obtaining information in the information society which has been created by globalization (Hesapcioglu, 2001).

The programs in Turkish national education system have determined some common skills to be improved and they are skills which could be improved not only by providing information but also by encouraging the use of it in learning activities. Those skills and some specific values, concepts and goals are of the other basic elements of the Social Studies program. Some of the skills aimed to be improved with the program are the skills of critical and creative thinking, communication, problem-

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solving, taking initiative, using information technologies and using the Turkish language effectively (Yetkin and Dascan, 2006).

The program also aims to improve the personal qualities of students, some of which are self-respect, self-confidence, socialization, patience, tolerance, helpfulness, warm-heartedness, respectfulness, honesty, fair-mindedness, open-mindedness, patriotism and sensitivity to cultural values (Yetkin and Dascan, 2006). The skills and virtues in question play an important role in the formation of students' personalities. Theoreticians have made many definitions of personality. A broad one would be the complex of all the stable and consistent attributes--behavioral, temperamental, emotional and mental--that characterize a unique individual. The concepts of characterization, stability and consistency are the particularly important ones in the definition (Korkut,2007).

As Mazgit (2002) reported, the information society has increased the importance of healthy and educated individuals. In the world of the 21<sup>st</sup> century, countries need to educate citizens who never stop improving themselves with their constructive attitudes, attributes and types of behavior the conditions require (Yucel, 2004). In consideration of this, Ayca (2000) used the personality inventory developed by Costa and McCrea (1992). This inventory is based on five personality traits, which are agreeableness (mildness, amiability, reliability, helpfulness, forgivingness), conscientiousness (orderliness, diligence, reliability, self-consciousness, punctuality, scrupulousness, willingness, determination), extraversion (sociality, activeness, talkativeness, fondness for fun, assertiveness, boldness), neuroticism (skepticism, submissiveness, incertitude, anxiety, anger, depressiveness, tendency towards stress) and openness (curiosity, creativity, productiveness, pursuit of direct experiences) (Ayca, 2000). Every individual is different from others in several ways. Therefore, the true aim of knowing about an individual would be helping him know about himself first and notice his differences between him and others. What need to be firstly improved in a student are his talents, interests, disposition, emotional life, habits, attitudes, value judgments, leadership qualities, ability to act independently, determination and cooperation with others.

In the information society, the concept of innovation is the basis of production. Innovation refers to the use of the findings of scientific and technological studies to the economic and social advantage of people (Sumer, 2003), which points to the importance of the fact that educationalists should recognize and improve the ways individuals can obtain and act on information. Personality is also defined as the organized integrity of being a human in any developmental stage, the integration of the habits or systems determining how capable an individual is of adapting to the environment and the dynamic organization of the psychological systems determining the uniqueness of an individual in adapting to the environment (Korkut, 2007). Agreeableness psychologically refers to the achievement of a balance between one's own wishes, expectations, thoughts, judgment values etc. and those of the society. Theories have put forward different views about the qualities of agreeable people. They are usually people who act on their own perception of reality, cope with stress effectively, consider the past, live the present day pondering on the future, seek solitude from time to time and have meaningful avocations, satisfying social relationships, true and appropriate feelings and positive perception of self (Korkut,2007).C.V. GOOD's dictionary defines adaptation as finding the right codes of behavior considering the changes around. Socially, adaptation is defined to be one's understanding the changes in his environment and acting according to them, behaving in consideration of the wishes of the people he has relationships with, acting according to the value judgments of the society he is in and adapting to the new things around. Biologically, adaptation is defined to be one's noticing and adapting to the changes in him, knowing about the biological changes, and having attitudes and patterns of behavior in conformity with the changes. However, one should avoid considering adaptation to be just choosing some reactions, attitudes and types of behavior according to the demands and changes in the social environment. A right combination of all of the types of adaptation would determine an individual's whole life. He can adapt as long as he establishes, improves and maintains some healthy and strong relationships with his own self and social environment.

### **Problem Statement**

Considering human relationships as a whole, the discipline of social studies education investigates the relationships of people in their social and physical environment. The present study

falls within the scope of the discipline of social studies education. The Social Studies course is one of the central ones in the primary education program aiming to raise children who are aware of their interests and needs and capable of solving personal and social problems by virtue of their own beliefs and judgment values.

### **The Aim of the Study**

This study aims to examine in terms of teachers and students' views and by the factor analysis method the skills and values covered by the Social Studies course taught in the 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grades of the primary schools of the Ministry of National Education.

### **METHOD**

This is a study done using the survey model to examine in terms of teachers and students' views and by the factor analysis method the skills and values covered by the Social Studies course. As is known, survey methods have an approach aiming to describe a past or present situation in exactly the way it is or was (Karasar, 1998). The model used in this study is within the survey method as it aims to assess the present situation regarding the issue examined.

### **Participants**

The study population is primary school students. The socioeconomic levels were taken into consideration choosing the sample. 6 schools were selected to work in for representing the high, middle and low socioeconomic statuses. In each school, a total of 12 classes (3 classes from the 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grades each) were chosen randomly. Two of the schools are in the town of Osmangazi, two are in Yıldırım and two are in Nilüfer. Private İnal Ertekin Primary School and Private Melike Pınar Primary School represent the high socioeconomic status, Zekai Gümüşdiş Primary School and Süleyman Cura Primary School represent the middle socioeconomic status and Bisaş Primary School and Yıldırım Anadolu Primary School represent the low socioeconomic status. In order to consider the schools in terms of socioeconomic statuses, it was examined the "Economic and Social Index of Bursa", a publication by the Governor's Office of Bursa (Bursa Governor's Office, 2003). The participants were 2000 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grade students in the above-mentioned schools and 50 teachers. Table 1 shows how the 2000 students given scale forms are distributed in terms of the grades.

**Table 1.**The distribution of the students in terms of the grades

<b>GRADE</b>	<b>Number of Students</b>	<b>Percentage (%)</b>
4	492	24.6
5	640	32.0
6	500	25.0
7	368	18.4
<b>Total</b>	<b>2000</b>	<b>100.0</b>

### **Data Collection Instruments**

The data collection instruments used in the study were the scale prepared by the researchers and the items in the observation questionnaires.

### **Preparation of the Data Collection Instruments**

Data were collected from the related units of the Ministry of National Education, Education Directorship of Bursa and primary schools to learn as much as possible about the efforts to reorganize the national education in Turkey, the administrative system and the programs and books in use at present. Studies done on the issue in Turkey and abroad were all examined and the points to take

priority in the data collection instruments were determined. Several other data collection instruments were examined and 5 specialist professors were solicited their views to assure the content validity of the instruments used in this study before piloting. The pilot study was carried out in Zekai Gümüşdiş Primary School with 430 students (3 classes from the 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grades each) who were being taught the Social Studies course. In the light of the results, the data collection instruments were reexamined and revised. Below are the descriptions of the instruments used in the study:

**The Questionnaire on Students' Attitudes and Behavior and Teachers' Views and Observations about the Quality of the Education:** This instrument consists of 3 open-ended questions about the students observed by the teachers for a long time and 10 likert-type items chosen to get some information about the students (their individual differences, social environments and economic conditions). The aim here is to regard the individual at primary education age as a child and assess the quality of the education with children's point of view. The Cronbach Alpha Reliability coefficient of the scale is .72. For the responses to the 3<sup>rd</sup>, 6<sup>th</sup> and 7<sup>th</sup> of the likert-type items, "Yes" was given 1, "Sometimes" was given 2 and "No" was given 3 points.

**Behavior Determining Test:** This test was administered to determine what the students felt and thought about such issues as responsibility, environmental awareness, democracy, law (war and peace), rights and helping one another. It includes 9 case studies and questions about them. The Cronbach Alpha Reliability coefficient of the scale is .77. The students had the chance to express their views freely choosing the "I would do something else" response. The positive types of behavior were given 2 points and the others were given 1. The desirable types of behavior were given 2 points and the other ones were given 1 in the responses of the students who chose "I would do something else" and wrote what they would do.

**The Test of Attitudes towards Obtaining and Using Modern Information:** This scale has got 44 likert-type items and it was designed to reveal students' attitudes towards obtaining and using information. Its Cronbach Alpha Reliability coefficient is .73. It also includes 2 different items that require ordering.

### **Data Analysis**

SPSS was used to process the quantitative data with computer. The studies of Ozdamar (2002) and Akgul-Cevik (2003) were benefited especially while making the statistical calculations. Factor analysis was done as well. Factor analysis is a multivariable statistical analysis method used to present data in an understandable summarized way based on the relationships between data items. The essential aim is to explain the origins of interdependencies. Cronbach Alpha coefficient was used in the reliability analysis. Exploratory factor analysis is used.

After determining the factor number to be derived from any factor analysis, in order to obtain a smaller (interpretable) structure usually factors are rotated. The acquired unconverted (not rotated) factor matrix might not be very beneficial regarding scientific studies. For that reason, factors should be rotated in order to make them more meaningful and interpretable (Albayrak, 2004). Extraction Method is Principal Component Analysis. Rotation method is varimax with Kaiser Normalization.

## **FINDINGS**

In the research, the opinions and observations of teachers and students related to the skills and values that are in the scope of Social Studies course, which is taught in the 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> grades of schools where data were collected have been presented using factor analysis method in form of tables and graphs. And, the results attained with relation to factor analysis about the behaviours of students who were observed by teachers, have been stated in the following. The whole sum of data is explained with the help of four components. The first two components in the factor analysis explain the 63% of the change. Factor analysis was consulted in order to determine about the relationship between the characteristics of students such as being hard-working, behaving well, being silent, helpful, talented, not reciprocating, thoughtful, responsible, social, and good listener who were observed by teachers, and decide whether these cover each other or not.

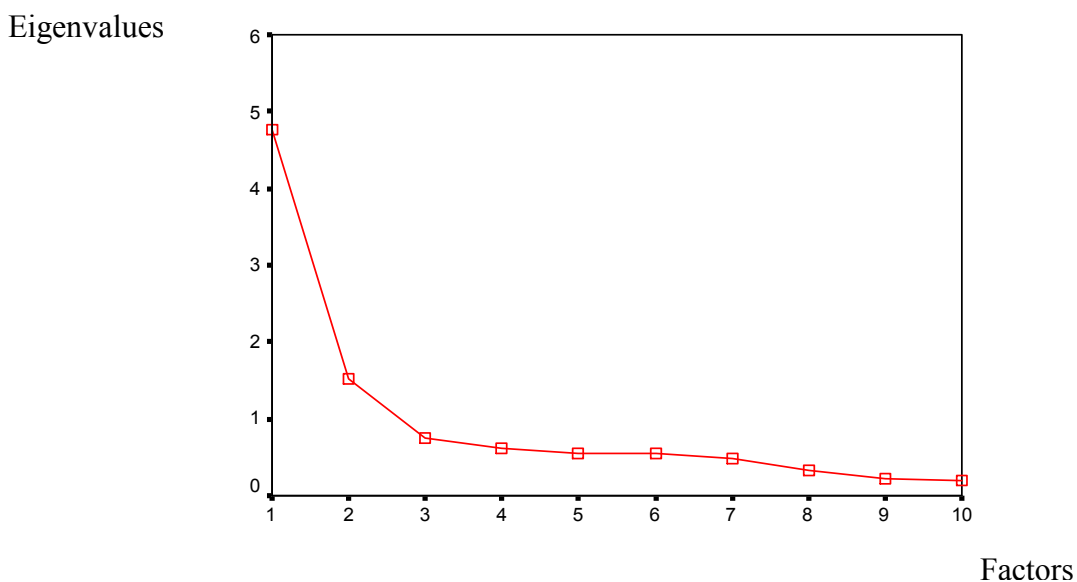
**Table 2.**Factor analysis related to the behaviours of students who were observed by their teachers

<b>Rotated Component Matrix</b>		
	<b>1</b>	<b>2</b>
Q8	<b>,827</b>	-7,749E-02
Q1	<b>,826</b>	8,262E-02
Q10	<b>,818</b>	-,201
Q9	<b>,779</b>	,113
Q2	<b>,747</b>	-,324
Q4	<b>,727</b>	-,186
Q7	-,709	,169
Q5	<b>,676</b>	<b>,316</b>
Q6	-,101	<b>,808</b>
Q3	-1,888E-02	<b>,772</b>

Extraction Method is Principal Component Analysis  
 Rotation method is varimax with Kaiser Normalization.

According to the factor analysis carried out related to 220 students, who were observed by teachers, the factors and coefficients of the main components that were conducted were presented in the table. Students, who have characteristics of being hard-working, behaving well, being helpful, thoughtful, responsible, social, and good listener do not act being silent, and not reciprocating behaviours. Negative value shows that there is a reverse relationship between the variable and the component.

**Graph 1.** Line Graph Based on the Eigenvalue of the Factors



In the line graph based on the eigenvalue of the factors, a sharp fall is observed after the first and second factors, which trend of falling continues. In the factors after 8<sup>th</sup> factor the general pace of the graph is very close to horizontal, and a significant fall is not observed. In other words, the contribution of 8<sup>th</sup> and other factors to the variance is close to one another, and quite low.

All characteristics that are composed of totally ten factors were determined that they can be gathered in two factors, and being good listener, social, having sense of responsibility, being hard-working, behaving well, being helpful, and talented characteristics will form the first factor. And, the second factor will be formed of not reciprocating, and being silent characteristics. In this sense, the grouped factors were blocked in two different ways related to personality traits.

<p>1. Factor: Personality Traits</p> <p><i>Being good listener</i></p> <p><i>Being social</i></p> <p><i>Having sense of responsibility</i></p> <p><i>Being hard-working</i></p> <p><i>Behaving well</i></p> <p><i>Being helpful</i></p> <p><i>Being talented</i></p>	<p>2. Factor: Passive Personality Traits</p> <p><i>Not reciprocating</i></p> <p><i>Being silent</i></p>
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Being good listener, social, having sense of responsibility, being hard-working, behaving well, being helpful, and talented form the main characteristics of the students who took Social Studies course. Improving these features of students can help the course to easier reach its targets. With respect to the factors that affect students' knowledge acquisition and usage, factor analysis was carried out regarding the capabilities and values.

**Table 3.** Rotated Component Matrix of the Factors

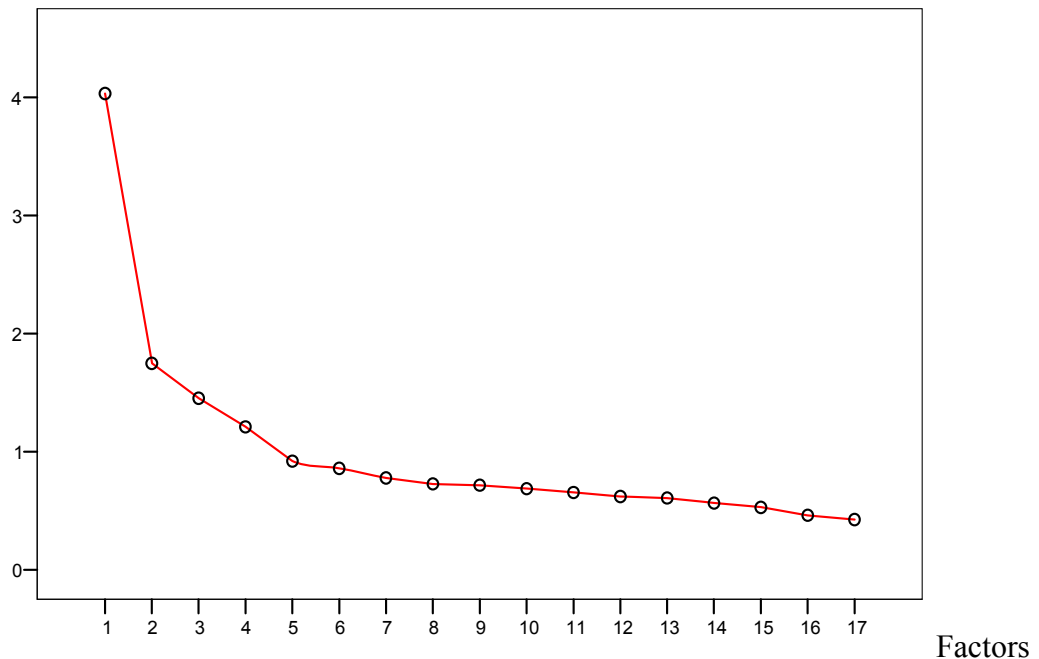
	<b>Components</b>			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Using Sources Effectively	<b>,692</b>	-,149	-,234	,098
Doing Research	<b>,678</b>	,015	,078	-,141
Being Democratic	<b>,667</b>	,110	,262	,024
Being fond of Sharing	<b>,612</b>	,408	,088	,032
Being Social	<b>,518</b>	,159	,374	-,198
Planning	<b>,435</b>	,148	,318	,220
Being Creative	<b>,382</b>	,336	,043	,000
Being confirmative	,002	<b>,819</b>	,020	,098
Environment Awareness	,020	<b>,778</b>	,066	,174
Being Aware of Law Rules	,222	<b>,535</b>	,107	-,115
Socioeconomic Status	-,104	-,125	<b>,759</b>	,045
Critical Thinking	,202	,242	<b>,618</b>	,138
Being responsible	,470	,180	<b>,481</b>	-,057
Decision Making	-,057	-,042	,027	<b>,647</b>
Self Confidence	,041	,206	,208	<b>,638</b>
Learning to Learn	,485	,197	-,089	<b>,535</b>

Extraction Method is Principal Component Analysis  
Rotation method is varimax with Kaiser Normalization.

When Total Variance, and Communalities tables are examined, it is seen that the eigenvalue of the K=17 variables, which were analysed, is gathered under four factors that are bigger than 1. The variation of these four factors related to the scale is 51,18 %. And, it is observed that the mutual communalities of the five factors, which were defined with relation to the items, changes between 0.26 and 0.68. According to this, it is seen that the four factors, which appeared as significant in the analysis, together explain the majority of the total variance in the items, and the variance related to the scale. The number of the significant factors has been identified as four according to the eigenvalue measure. This can be obviously seen also in the line graph, which was drawn with respect to the values.

**Graph 2.** Line Graph Based on the Eigenvalues of the Factors

Eigenvalues



In the graph, a very sharp fall is observed after the first factor, and after the second factor there is still a sharp fall which tends to continue. In the factor after the 5<sup>th</sup> factor the general pace of the graph is very close to horizontal, and significant fall is not observed. In other words, the contribution of the 5<sup>th</sup> and other factors to the variance is very close to one another, and quite low.

When Rotated Component Matrix is examined, it is seen that the burden value of first factor of 10 items out of 17 is 0.469 and over. When factor rotating results are investigated, which enables easier identification of the variation 23,7% that first factor caused prior to rotating with regard to items that two factors include, it is comprehended that items 1-7 form the first factor, items 8-10 the second factor, items 11-13 the third factor, items 14-17 the fourth factor. Factor burden values are over 0.340. However, it is observed that the fourth item shows high burden values both in the first and second factors, and 6<sup>th</sup> item in the 1<sup>st</sup> and 3<sup>rd</sup> factors. The burden value of the fourth item is 0.612 for the 1<sup>st</sup> factor and 0.408 for the 2<sup>nd</sup> factor. It is observed that 16<sup>th</sup> item has burden value of 0.485 and 0.535 for the 1<sup>st</sup> and 4<sup>th</sup> factors respectively. As a result of the evaluations, it is noted that some alignments have become clear. Basing on the factor matrix, the factors that affect students' contemporary information acquisition and usage can be named as follows: 1- individual's features of obtaining and evaluating information, 2- individual's features of agreeableness, 3- using initiative in learning, 4- socioeconomic status and critical thinking. The characteristics that these factors comprise are stated in the following.

*1- Individual's features of obtaining and evaluating information*

- Effective use of sources
- Doing research

- Being democratic
- Being fond of sharing
- Being social
- Planning
- Being creative

#### 2- *Individual's features of agreeableness*

- Being confirmative
- Environment awareness
- Being aware of the law rules

#### 3- *Using initiative in learning*

- Decision making
- Self confidence
- Learning to learn
- Internalization of self control

#### 4- *Socioeconomic Status and Critical thinking, Being responsible*

As a result of all these, while students' features of obtaining and evaluating information improved; beside using sources effectively, doing research, being democratic, fond of sharing, social, and creative; they need to pay especially more attention to planning skills. And, in the scope of agreeableness features, it was clarified that there is need to pay more attention to being confirmative, environment awareness, and being aware of law rules. It is quite important that students use initiative in learning. It is necessary to give more importance to the capabilities and values such as decision making, self-confidence, and learning to learn, which should necessarily be had especially in the age of information. Additionally, it is a must that being responsible be taken into consideration by socioeconomic status and critical thinking, with respect to the factors that affect contemporary information acquisition and use.

### **DISCUSSIONS, CONCLUSIONS AND SUGGESTIONS**

As a result of factor analysis, it was determined that features such as *individual's acquisition and evaluation of information specialities* "using sources effectively, doing research, being democratic, fond of sharing, social, responsible, planning, creative"; *individual's agreeableness specialities* "being confirmative, having environment awareness, being aware of law rules"; *using initiative in learning* "decision making, having self-confidence, learning to learn, internalization of self control"; socioeconomic status *and critical thinking*, came together. Also, it was revealed that two different clusters were formed. The first one of these was under the name of personality traits "*being a good listener, social, responsible, hard-working, good mannered, helpful, and skilful*", and the other one was under the name of passive personality "*not reciprocating, and being silent*". When some definitions of passive personality are considered, it is seen that they are explained as being observer, delaying works, and avoiding using initiative.

It was observed that there was a strong relationship between creativity, critical thinking, participation in decision, empathy, tolerance, inclination towards group work, communication and learning skills, and being democratic, which were skills towards capabilities and values that are in the scope of Social Studies course, and values such as responsibility, self-confidence, respect to different opinions, environment sensitivity. In this sense, when a study, which investigated the relationship between skills of students such as understanding of life, being able to solve the met problems, being able to use the obtained information in solution of similar problems, and Social Studies course grades, was evaluated; it was concluded that students' school grades and their skills of solving the problems can be predicted (Ünal, 2003). In the study of Brophy and Alleman (2005), it was revealed that as a



result of the studies carried out with the parents of students; these matters should be taken into consideration in social studies education in elementary school. Lintner (2006) also has carried out studies in South Carolina in order to determine the conditions related to Social Studies education and training. Original studies have been carried out with qualitative and quantitative exams which also include plans and projects in Social studies.

Agreeableness, which was defined as being able to establish a balanced relationship between the self respect, specialities the individual has, and the environment s/he is in; in this study, it was determined that it can be defined by the help of the following features “being confirmative, having environment awareness, being aware of the law rules”. Libraries, which are units that enhance students experience their thinking and information acquisition freedom, and share these with other people, occupy an important place also with respect to Social Studies course in the sense that they help in doing research, and using sources effectively. In some projects it helps students develop themselves. For instance, with the help of Echo-Schools project beside passing beyond just teaching in classroom, and helping students improve their skills of getting responsibility locally and in the expanded society, and participating in the activities, Social studies course also improve students’ skills of using initiative, and making decision. In this study also in the scope of using initiative in learning “making decision, self-confidence, learning to learn, and the internalization of self control” features exist all together. When the main features of education are regarded, it is observed that in the age of information, learning to learn, being able to identify and solve problems, and being able to use interrogating and research techniques is of great importance. In the educational view of the twenty first century, concepts such as learning for lifelong, doing group work, critical thinking together with clarity, correctness, certainty, depth, width, and logic have come on the spotlight.

In the research, it was revealed that personality traits could be grouped under two factors. The first of these is formed of the items such as being good listener, social, responsible, hard-working, good mannered, helpful, and skilful. And, the second factor is comprised of not reciprocating, and being silent features. Students, who have mostly passive personality traits such as not reciprocating, and being silent, should be trained in a way that the specialities mentioned in the first factor be also developed. By this means, it can be ensured that students approach the human model that our age requires. As a result of factor analysis, it revealed that it is necessary to attach more importance on activities that aim at using sources effectively, doing research, being democratic, fond of sharing, social and creative in order to improve students’ skills of obtaining and evaluating information in Social Studies courses. And, in order to improve the agreeableness specialities of students, it is necessary to provide learning environments and various activities related to being confirmative, being aware of environment sensitivity and law rules. And, in order to improve the students’ skills of using initiative in obtaining contemporary information, it is necessary to place importance, first of all, on decision making, self-confidence, learning to learn, and internalization of self control, and carry on interdisciplinary activities to improve these features of students. It is necessary to try to improve the critical thinking skills of all students, giving importance mainly on students of low socioeconomic status, regarding the connection between critical thinking, being responsible and socioeconomic status. There is additional necessity that teachers especially consider the development characteristics of students, and their level of presence in Social Studies courses.

It is a must that works, especially, appropriate to the vision of Social Studies courses activities related to the importance of growing individuals who have comprehended the 21<sup>st</sup> century’s contemporary principles and reforms of Atatürk, who have comprehended the history and culture of Turks, equipped with basic demographic values, and are respectful to human rights, sensitive towards the environment they live in, and who form the information by interpreting it according to their experiences, and form, use, and arrange (thinking critically, creatively, making decision accurately) it with respect to social and cultural aspect, whose social participation skills are improved, and who have gained the methods of using scientific information of sociologist while producing it, active, productive, aware of their rights and responsibilities, in social life are carried on with increased quantity in growing up citizens of Turkish Republic, regarding the importance of acquisition and use of contemporary information. Additionally, in the contemporary Turkey of 21<sup>st</sup> century, it is a must to give the necessary importance to Social Studies courses, which is effective and necessary, in growing

individuals equipped with contemporary information. It should be ensured that students are grown as contemporary individuals by teaching them the skills and values that take place in the vision of Social Studies courses, beginning from elementary school.

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# Sosyal Bilgiler Dersi Kapsamında Bulunan Beceri ve Değerlere Yönelik Faktör Analizi Çalışması

**ÖZ.** Bu araştırma, Sosyal Bilgiler Eğitimi Disiplini kapsamına girmektedir. Bireyler, ilköğretim okullarında, ilgi alanlarını ve gereksinimlerini bilen ve bunları belirleyebilen, kendi inanç ve değerlerini kullanarak kişisel ve sosyal sorunları problem çözme yöntemiyle çözebilen kişiler olarak yetiştirilmek istenmektedir. Örneklemin seçiminde toplam 6 okulla çalışılmıştır. Araştırmaya, adı geçen ilköğretim okullarında 2000 öğrenci, ve 50 öğretmen katılmıştır. Bulgular tartışma bölümünde tartışılmıştır.

**Anahtar Kelimeler:** Sosyal Bilgiler Dersi,, beceri –değerler, faktör analizi.

**Amaç ve Önem:** İlköğretim programında 4–5–6 ve 7. sınıflarda okutulan Sosyal Bilgiler dersi kapsamında bulunan beceri ve değerlerin, öğretmen ve öğrencilerin görüş ve gözlemleri doğrultusunda faktör analizi yöntemi ile incelenmesi amaçlanmıştır. Sosyal Bilgiler Eğitimi Disiplini insan ilişkilerini göz önünde tutarak, bireylerin toplumsal ve fiziksel çevreyle olan ilişkilerini inceler. Bu araştırma, Sosyal Bilgiler Eğitimi Disiplini kapsamına girmektedir. Sosyal Bilgiler dersi, İlköğretim Okulları Programında yer alan eksen (mihver) derslerdendir. Bireyler, ilköğretim okullarında, ilgi alanlarını ve gereksinimlerini bilen ve bunları belirleyebilen, kendi inanç ve değerlerini kullanarak kişisel ve sosyal sorunları problem çözme yöntemiyle çözebilen kişiler olarak yetiştirilmek istenmektedir.

**Yöntem:** Bu araştırma, Sosyal Bilgiler dersi kapsamında bulunan beceri ve değerlerin, öğretmen ve öğrencilerin görüş ve gözlemleri doğrultusunda faktör analizi yöntemi ile incelenmesi amacıyla tarama modeli kullanılarak yapılan bir çalışmadır. Araştırmaya, adı geçen ilköğretim okullarında 4., 5., 6. ve 7. sınıflara devam eden 2000 öğrenci, öğretmenleri tarafından gözlemlenerek veri elde edilen 220 öğrenci ve 50 öğretmen katılmıştır. Bu araştırmada veri toplama aracı olarak, araştırmacılar tarafından hazırlanan ölçek ve gözlem anketleri kullanılmıştır.

**Bulgular:** Öğretmenler tarafından gözlenen öğrencilerin davranışlarıyla ilgili faktör analizlerine yönelik çalışmada veri bulutunun tamamı dört bileşenle açıklanmaktadır. Faktör analizinde ilk iki bileşen değişimin %63'ünü açıklamaktadır. Öğretmenleri tarafından gözlemlenen öğrencilerin çalışkan, iyi davranışlı, sessiz, yardımsever, yetenekli, karşılık vermeyen, düşünceli, sorumluluk sahibi, sosyal ve iyi dinleyici olmakla ilgili özelliklerin birbirleriyle ilişkileri ve birbirlerini örtüp örtmediklerini saptamak amacıyla faktör analizine başvurulmuştur. Sosyal Bilgiler dersini alan öğrencilerin, *iyi dinleyici olma, sosyal olma, sorumluluk sahibi olma, çalışkan olma, iyi davranışlı olma, yardımsever olma, yetenekli olma* özellikleri kişilik özelliklerinin başlıcalarını oluşturmaktadır. Analizde önemli faktör sayısı, öz değer ölçütüne göre beş olarak tanımlanmıştır. Bu durum değerlere göre çizilen çizgi grafiğinde de açıkça görülmektedir. 1-bireyin bilgiyi edinme ve değerlendirme özellikleri, 2- bireyin uyum özellikleri, 3-öğrenmede insiyatif kullanma, 4-SES (Sosyo ekonomik statü) ve eleştirel düşünme, 5-sınıf düzeyi (yaş) şeklinde adlandırılabilir.

**Tartışma, Sonuç ve Öneriler:** Sosyal Bilgiler dersi kapsamında bulunan beceri ve değerlere yönelik yaratıcılık, eleştirel düşünme, karara katılım, empati, hoşgörü, ekip çalışmasına yatkınlık, iletişim ve öğrenme becerileri, demokratik olma gibi beceriler ile sorumluluk, özgüven, farklı düşüncelere saygı, çevre duyarlılığı gibi değerler arasında güçlü ilişkiler olduğu saptanmıştır.

Bu bağlamda öğrencilerin yaşamı anlama, karşılaştığı sorunları çözebilme, elde ettiği bilgi, beceri ve duyularını benzer problemlerin çözümünde kullanabilme becerileriyle Sosyal Bilgiler ders notları arasındaki ilişkiyi inceleyen bir çalışma değerlendirildiğinde, öğrencilerin karne notları ile problem çözme becerilerinin yordanabileceği sonucuna varılmıştır (Ünal 2003). Brophy ve Alleman'ın (2005) çalışmasında öğrenciler aileleri ile yapılan çalışmalar sonucunda bu konuların ilköğretimde sosyal bilgiler eğitiminde ele alınması gerektiği ortaya çıkmıştır. Lintner (2006) de Güney Caroline'de Sosyal Bilgilerin eğitim ve öğretimiyle ilgili durumları saptamak amacıyla çalışmalar yapmıştır. Sosyal bilgilerde plan ve projeleri de içeren kalitatif ve kantitatif sınavlar ile orijinal çalışmalar yürütülmüştür.

Yapılan faktör analizleri sonucunda öğrencilerin Sosyal Bilgiler derslerinde bilgiyi edinme ve değerlendirme özelliklerini geliştirmek için kaynakları etkili kullanma, araştırma yapma, demokratik olma, paylaşımcı olma, sosyal olma, sorumluluk sahibi olma, planlama, yaratıcı olma konularına yönelik etkinliklere daha çok ağırlık verilmelidir. Sosyal Bilgiler derslerinde öğrencilerin çağdaş bilgiyi edinimi ve kullanımında sınıf düzeyinin önemli olduğu görülmüştür. Öğretmenlerin, Sosyal Bilgiler derslerinde öğrencilerin gelişim özelliklerini ve onların hazır bulunuşluluk düzeylerini özellikle dikkate almaları gerekmektedir.