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ARAŞTIRMA   Açık Erişim

Comparing Social and Academic Competence of High School Graduated Students in Turkey and Georgia

Türkiye ve Gürcistan'da Liseden Mezun Olan Öğrencilerin Sosyal ve Akademik Yeterliliklerinin Karşılaştırılması

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ABSTRACT

Present study aimed to compare the academic and social competencies of secondary school graduate students in Turkey and Georgia. In this research, one of the mixed methods "Explatory Design" was used. In this design, initially, quantitative data was collected and analyzed, then the qualitative data was collected and analyzed to support the data obtained during the quantitative research process. The data collected in the study by personal information questionnaire and "Social and Academic Proficiency Perception Scale in Adolescents". Independent samples t-test and multivariate variance analysis were done. In addition, the construct validity of the measurement tools that used was examined by the confirmatory factor analysis and the reliability of the cronbach alpha reliability coefficient. Moreover, interviews which were conducted in qualitative research dimension were decoded by content analysis. Briefly, results showed that there are significant differences between these two countries through the cultural and academic competencies.

ÖZET

Bu çalışmada, Türkiye ve Gürcistan'daki ortaokul mezunu öğrencilerin akademik ve sosyal yeterliliklerinin karşılaştırılması amaçlanmıştır. Bu araştırmada karma yöntemlerden biri olan "Açıklayıcı Desen" kullanılmıştır. Bu tasarımda öncelikle nicel veriler toplanmış ve analiz edilmiş, ardından nicel araştırma sürecinde elde edilen verileri desteklemek için nitel veriler toplanmış ve analiz edilmiştir. Araştırmada kişisel bilgi anketi ve "Ergenlerde Sosyal ve Akademik Yeterlilik Algılama Ölçeği" kullanılmıştır. Bağımsız örneklem t testi ve çok değişkenli varyans analizi yapılmıştır. Ayrıca kullanılan ölçme araçlarının yapı geçerliliği doğrulayıcı faktör analizi ve cronbach alfa güvenirlik katsayısının güvenilirliği ile incelenmiştir. Ek olarak nitel araştırma boyutunda yapılan görüşmeler içerik analizi ile çözülmüştür. Sonuçlar, bu iki ülke arasında kültürel ve akademik yeterlilikler açısından önemli farklılıklar olduğunu göstermiştir.

Ethical Statement: The study was investigated and permitted by Artvin Coruh University Scientific Research and Ethical Review Board.

INTRODUCTION

While intelligence development is generally considered to be the main reason for academic success, previous studies have identified social competencies, learning motivation, and even social anxiety as other factors that benefit an academic success. It is accepted that these parameters are interrelated, however; Although success in primary schools reflects the prediction of academic success in the following years, it is a matter to be investigated whether social skills affect on their academic success. The partnership of social competence and academic success is supported by a wide audience. The reason for this is that, it is now more clearly recognized that success in schools requires the successful adaptation of not only cognitive skills but also social skills. (Bernard, 2006; Denham et al., 2009; Ladd et al., 2006). Competence can be defined as special knowledge, the competence that provides the power to do a job, while social competence can be defined as the ability of a person to use their social competencies effectively to achieve goals while in social interaction (TLA- Turkish Language Association, 2017). From the moment a student takes a step, the school begins to intensively acquire many social competencies such as self-control, self-confidence, understanding and following rules, problem-solving skills, communication, cooperation, and relationship building skills. (Forget-Dubois et al., 2007; Sassu, 2007). To Webster-Stratton and Reid (2004), children who lack social skills are less successful at school, they are generally excluded/rejected by their peers, do not receive positive feedback from their teachers, and this situation results in the student being indifferent to the subjects/activities or missing instruction time. There are studies on social competence and having a positive effect on school success. There are studies found that there is a positive relationship between these two variables. (Elias & Haynes, 2008; Magelinskaité, 2011; McCleand et al., 2006) Since the first years, researches support that while students gain social skills, this affects on academic success. Based on these points, it can be said that there is a positive relationship between social competence and academic achievement.

According to Vaughn and Hogan (1990), there are 4 elements of social competence that affect the academic success of students;

1- Effective use of social skills (determining social cues)

2- Absence of incompatible behavior

3- Age-appropriate socio-cognitive functionality (eg self-perception of sufficient social competence)

4- Positive social relationship with others and acceptance by others

Socio-Cultural and Economic Status of Georgia and Turkey

After gaining its independence in 1991, the economic situation in Georgia has been observed to be rather unstable. In the first years of independence, high inflation, a decrease in the production of industrial and agricultural products, a decrease in the number of tourists visiting the country, and an increase in the unemployment rate were observed. From the declaration of independence to 1995, Georgia's gross national income followed a decreasing trend every year. The successful result of the implementation of the economic stabilization program initiated by Turkey in 1995, there has been a noticeable improvement in the economy of Georgia. According to UNESCO's definition, literacy is "the ability to define, understand, interpret, create, communicate, calculate, and use printed and written materials related to various contexts. Literacy involves the process of continuous learning to enable individuals to achieve their goals, develop their knowledge and potential, and participate fully in society and the wider society.

Georgia has a strong literacy tradition: literacy rate among adults (15 years and over) in Georgia is 99.7% for women and 99.8% for men, while literacy rates among youth are 15.9% and women and men respectively 4% for (TSI-Turkish Statistical Institute, 2018).

Starting in 1995 European Union-Turkey Customs Union with Turkey on the way to a broad liberalization of tariffs and opened the customs union, it has become the country's foreign trade policy constitutes one of the most important stones. Turkey's exports in 2014, an increase of 4% compared to the previous year was $ 157.6 billion. The most exported countries are determined as Germany, Iraq, United Kingdom, Italy, and France. However, in the same year, as imports reached $ 242.2 billion, a foreign trade deficit of $ 84.5 billion occurred. This figure was $ 99.8 billion in the previous year (NSOG-National Statistics Office of Georgia, 2018). In 2014, Turkey has made imports more than most Chinese. This country was followed by Germany, Russia, and the United States, respectively. When the literacy statistics (over 25 years), Turkey's 95.5 percent literate showing, while 4.5 percent are illiterate. The rate of illiterate males is determined as 1.3 percent, while the rate of females is 7.5 percent when looking by gender. In other words, 1.3 out of 100 men and 7.5 out of 100 women are illiterate (NESD, 2019). On the other hand, the proportion of those who have completed at least one education level has been increasing for both men and women in recent years. According to statistics in 2018 (National Education Statistics Database), 95.9 percent of males have completed at least one education level, while this rate is 84.5 percent for 2018 for females. The proportion of the population aged 25 and over, who are at least a university graduate, in the total population, was 9.8 percent in 2008, and 19.9 percent in 2018. When this ratio is examined by gender; in 2008, the proportion of women aged 25 and over with at least a university degree was 7.6 percent and 12.1 percent of men, while this rate was 17.5 percent for women and 22.4 percent for men in 2018 (NESD, 2019)

In this study, it is aimed to investigate the effects of social and academic qualifications of students graduated from high school in Georgia and Turkey. For the method of this study, the mixed method using qualitative and quantitative analysis was preferred. The data will be collected by using social and academic competence scales, content analysis will be done on qualitative data, and t-test and variance analysis will be done on quantitative data. In determining the quality of the education provided in high schools, the social and academic competencies of the students who graduate from these schools are of great importance. With this study, which aims to reveal how these social and academic competencies change in high schools with different levels of education and to obtain findings in this respect, it will be tried to present a different perspective to both the Higher Education Institution and other stakeholders and more effective suggestions and strategies will be revealed with first-hand findings. Georgia's socio-economic situation is different because it is one of our closest neighbors in the eastern border, there will be differences in Turkey will contribute to the study of the social and academic skills in both countries. In our country, there are hundreds of high schools at different levels in every province and a high school in almost every district. High schools, with their knowledge and expertise, can provide an effective service in improving the educational practices of their provinces and their immediate surroundings. The strategies and suggestions to be presented in line with the findings obtained at the end of this study will make significant contributions to the literature and high schools in terms of implementation.

Students who graduate from high schools need to enter the system by equipping them with the social and academic skills they need to use to continue their education life, and this is what is desired. It is important that how many of these skills are given to students after their graduation, even, at what

dimensions and levels of high school education. In this context, it will of course be important to look at the rate at which high school education in our country provides social and academic skills. When compared to Georgia PISA- Programme for International Student Assessment (2015) scores of high school students, it is seen that the more economically powerful Turkey has almost the same the PISA results. From this point; not only in Turkey, but also in Georgia what level of high school students' social and academic skills will be examined, in addition, it is believed that the differences that will be revealed in the light of the findings obtained will create value for a revision move that can be made in our country. Simultaneously socio-cultural and academic skills scale will be implemented in schools in Georgia and in Turkey at the same level to enable the research to achieve its purpose. High schools in Tbilisi and Batumi provinces in Georgia, and Rize, Trabzon, and Artvin provinces which are located in the Eastern Black Sea, will be the centers where the research will be conducted.

METHOD

Research Model

This study is aimed to determine and to compare the academic and social competencies of high school students who have graduated from secondary schools in Turkey and Georgia. To achieve this aim, the mixed research method, in which qualitative and quantitative methods are used together, was used.

Study Group

For the qualitative part of the study and data was collected from 100 students who received their high school education in Turkey and Georgia. Data were collected in Turkey from Trabzon, Rize, Artvin provinces 60, and in Georgia from Batumi and Tbilisi from 40 individuals residing in the provinces. Students were chosen by is purposeful sampling metod. Besides, for the qualitative part of the research opinions had been taken from 20 students who graduated from high school in Turkey, on the other side on the same number 20 students who graduated from high school in Georgia. The individuals whose data were collected in the study were between the ages of 19-26 and were educated in-state high schools.

Ethical Statement

This research was completed in line with the Helsinki Declaration. In line with this, the study was investigated and permitted by Artvin Coruh University Scientific Research and Ethical Review Board (REF: 78646441-050.01.04). Additionally, data tools in the study were only distributed to volunteer participants. All participants provided informed consent. Additionally, participants were informed that they could withdraw from the study at any time during data collection.

Data Collection Tools

Social and Academic Proficiency Perception Scale in Adolescents. It was developed in two stages and used for quantitative data Özer et al. (2016) based on the rational approach. The scale was prepared under the five-point Likert rating (completely suitable, suitable, partially suitable, not suitable, and not suitable). The scale consists of two dimensions: Social and academic competence. In the scale, the social competence dimension was tried to be measured with 14 items and the academic competence dimension with 16 items.

For this research, reliability and validity studies of the scale were re-conducted. The Cronbach alpha reliability coefficient of 14 items in the social competence sub-dimension of the efficacy perception scale was calculated as 0.80 (p <0.01), and the reliability coefficient for 16 items in the academic competence

dimension was calculated as 0.89 (p <0.01). In this respect, it can be interpreted that the research data are reliable.

Regarding the construct validity of the scale, confirmatory factor analysis was performed to create a validity proof for this study.

Confirmatory Factor Analysis was applied with the LISREL 8.85 statistical program to reveal the construct validity of the competency perception scale for this study. As a result of the Confirmatory Factor Analysis, path diagram and goodness of fit criteria were obtained and these findings were interpreted. For the models tried to be verified as a result of data analysis, $\chi2$ / df, RMSEA and CFI, GFI, AGFI, SRMR and NNFI were used as statistical fit criteria. Analysis results are given in Table 1 and Figure 3.

Table 1. Goodness of fit values obtained from confirmatory factor analysis results

Scale	$\aleph^2$	sd	$\aleph^2$/sd	p	AGFI	GFI	CFI	NNFI	SRMR	RMSEA
	507,00	404	1,25	0,00	0,89	0,91	0,95	0,96	0,04	0,087

As a result of the analysis, the ratio of the theoretical chi-square value to the degree of freedom ($\aleph2$/sd) was examined. The acceptable value of this ratio should be $\aleph2$/sd $\leq$ 5. (Kline, 2005). Looking at the analysis, it is seen that this value is below the specified cut-off point ($\aleph2$/sd=1,25). In this respect, the model seems to fit well. When the RMSEA, which is one of the fit indices was examined, a value of 0.087 which was considered to be quite good, was obtained.

It is perfect if the RMSEA is less than 0.05, while being less than 0.08 indicates good concordance (Joreskob ve Sorbom, 1993) being lower than 0.10 indicates poor concordance. In this case, the obtained fit index shows that there is an acceptable fit between the data and the model. When other fit indices (AGFI, GFI, NFI and SRMR) are examined, the values obtained are at an acceptable level. The fit indices presented in Table 1 and Figure 1 reveal that the observed data has an acceptable fit with the 2-dimensional model.

For the qualitative part of the study, a personal information questionnaire and a structured interview form developed by the researchers were used.
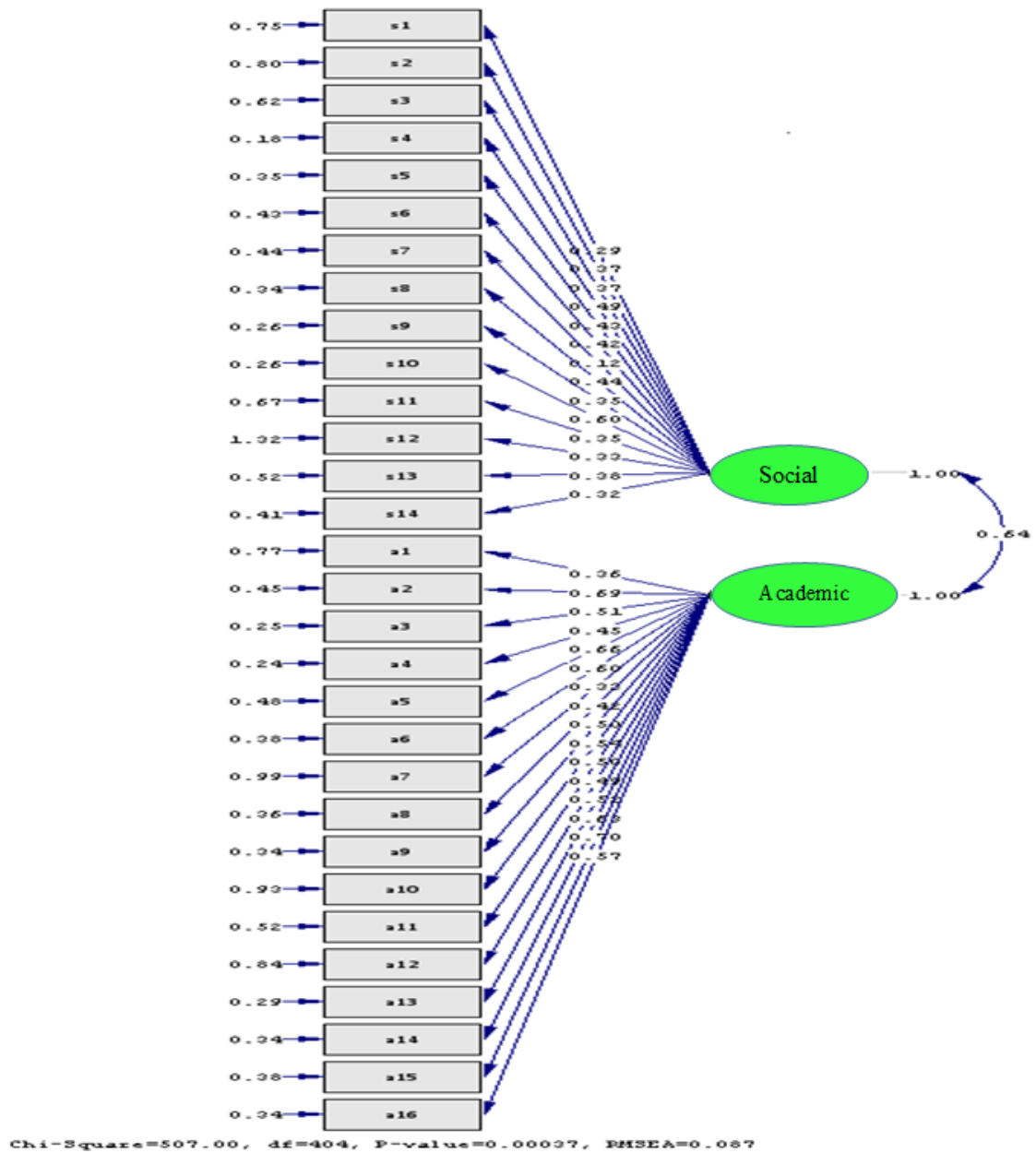
Figure 1. Path diagram for confirmatory factor analysis of analysis of the Social and Academic Proficiency Perception Scale in Adolescents

RESULTS

In research, to compare the academic and social competencies of students graduating from secondary education in Turkey and Georgia, the averages of the academic and social competence scale scores collected from the individuals in the study group were compared with the independent samples t-test. Analysis results are summarized in Table 2.

Table 2.Comparison of proficiency scale mean scores with independent samples t test

	Group	N	X	Sd	t	Sd	*p*
Social-cultural competence	Turkey	60	53,07	4,72	-9,21	100	0,00
	Georgia	40	61,88	4,81			
Academic Competence	Turkey	60	55,55	6,39	-10,31	100	0,00
	Georgia	40	69,67	7,37			

The analysis results in Turkey and Georgia, there is a statistically significant difference between mean scores of social competences of individuals receiving their high school education [t(100)= -9,21 p>.01] . Namely, the social-cultural competence score average of individuals who have received high school education in Georgia is quite high than (G=61,88), individuals who have received secondary education in Turkey points from the average social competence (T=53,07).

Similarly, there is a statistically significant difference among academic proficiency score of individuals receiving secondary education in Turkey and Georgia [t(100)= -10,31 p>.01]. Accordingly, the academic proficiency score average of individuals who have received high school education in Georgia is quite high than (G=69,67), than individuals who have received secondary education academic proficiency mean scores in Turkey (T=55,55).

Both findings show that individuals who have high school education in Turkey, according to individuals who have received training in Georgia, in terms of their social and academic skills they find less than adequate. In order to examine this finding more in depth, 20 people from each group were interviewed using qualitative research methods, and interview results were analyzed through content analysis.

Firstly, the students were asked whether their high school education improved its academic aspects. Individuals whose answers were yes were asked to explain from what angles they addressed this development. The results are summarized in Table 3.

According to Table 3, almost all of the individuals (95%) who were educated in Georgia think that high school education contributed to their academic development. In Turkey, this rate was found to be 70%. When high school education is considered to contribute to academic development, for Turkey only "a matter of curiosity or interest to know the ways of learning" point more than half of the group expressed a positive opinion at other points less than half of the individuals interviewed expressed a positive opinion.

Most of the individuals who have received high school education in Georgia (approximately 85% -90) stated positive contribution in all items where high school education is thought to contribute to academic development and that high school education is supported academically.

In the study, the individuals who were consulted were asked whether or not they developed the social aspects of the education they received from high school. Individuals whose answers were yes were then asked to explain in what ways they contributed to this development. The results are summarized in Table 4.

Table 3. According to countries, the points that the education received in high school has contributed to "academically"

Contribution of high school education to academic development	Contribution status	Turkey		Georgia	
		N	Percent	N	Percent
	No	6	30	1	5
	Yes	14	70	19	95
The points that high school education is thought to contribute to academic development	Ability to organize your own learning	7	35	**16**	**80**
	To know the learning ways of a subject of curiosity and interest	**11**	**55**	**18**	**90**
	Objective self-assessment	6	30	**17**	**85**
	Being aware of what they can do academically	4	20	**19**	**95**
	Providing self-control in academic studies	4	20	**12**	**60**
	To be able to manage time in academic studies	3	15	**16**	**80**
	Being able to apply what has been learned to new situations	5	25	**17**	**85**
	Ability to use different methods and techniques to obtain information	9	45	**14**	**70**
	To be able to plan original studies	5	25	**17**	**85**
	Being able to decide how to continue your academic education	2	10	**17**	**85**

Table 4. The points that are thought to contribute "socially- culturally" to high school education by country

Contribution of the education received to social and cultural development	Contribution status	Turkey		Georgia	
		N	Percent	N	Percent
	No	7	35	1	5
	Yes	13	65	19	95
The areas where high school education is thought to contribute to social and cultural development	Yeni insanlarla rahatlıkla iletişim kurma Communicating easily with new people	**10**	**50**	**18**	**90**
	Adapting to new environments	8	40	**19**	**95**
	Expressing yourself verbally in the community	8	40	**18**	**90**
	Playing an instrument of interest	3	15	9	45
	Interested in a sport	5	25	8	40
	Taking part in group work	5	25	**17**	**85**
	Empathize with events and people	7	35	**17**	**85**
	Using social media actively	4	20	**14**	**70**
	Having an aesthetic point of view	5	25	**14**	**70**
	To be able to express his ideas in a democratic framework	4	20	**18**	**90**
	Arguing with others respectfully	7	35	**14**	**70**
	To be able to easily say "no" in unwanted situations	5	25	**15**	**75**

According to Table 4, almost all (95%) of the individuals who were educated in Georgia think that high school education contributes to their social development on the other side, this ratio was 65% in Turkey. When examining the points that high school education is thought to contribute to social and cultural development, in Turkey only for the "communicate easily with new people" point, half of the group expressed a positive opinion, however, at other points, less than half of the individuals who were interviewed expressed a positive opinion.

In most of the points where high school education is thought to contribute to academic development, most of the individuals who have received high school education in Georgia (more than 70%) they made a positive contribution and stated that high school education was supported academically. Just "playing an instrument of interest" and "not interested in a sport" less than half (40-45%) of the group stated a positive opinion. Very few of the individuals who have received training in Turkey (15-25%) is they stated that the education they received at these points made a positive contribution.

The findings obtained are similar to those obtained from the academic and social competence scaleand supports quantitative data.

Finally, students were asked how often they performed socially and academically defined activities during their high school life. The answers given by the individuals are shown in Table 5.

Table 5. Frequency of individuals to perform socially and academically defined activities

		Turkey				Georgia			
		Never	1-2 times a year	1-2 times a month	Per week 1-2 times	Never	1-2 times a year	1-2 times a month	Per week 1-2 times
Go to cinema	Number	5	6	9	0	5	9	6	0
	%	25	30	45	0	25	45	30	0
Go to the theater	Number	10	8	2	0	5	9	6	0
	%	50	40	10	0	25	45	30	0
Watching a ballet / opera show	Number	19	1	0	0	13	4	2	1
	%	95	5	0	0	65	20	10	5
Watching a concert	Number	17	3	0	0	2	4	13	1
	%	85	15	0	0	10	20	65	5
Participating in sports events	Number	7	5	1	8	8	6	3	3
	%	35	25	5	40	40	30	15	15
Attending a luncheon meeting outside of school	Number	4	7	7	2	1	9	10	0
	%	20	35	35	10	5	45	50	0
Visiting scientific or archaeological museums	Number	7	11	1	1	4	13	1	2
	%	35	55	5	5	20	65	5	10
Participating in social and educational trips outside the city	Number	9	9	2	0	3	14	2	1
	%	45	45	10	0	15	70	10	5
Participating in social and educational trips abroad	Number	14	5	1	0	13	6	1	1
	%	70	25	5	0	65	30	5	5

Attending academic conferences and meetings	Number	10	6	2	2	10	7	3	0
	%	50	30	10	10	50	35	15	0
Preparing an academic project	Number	17	2	1	0	7	8	4	1
	%	85	10	5	0	35	40	20	5
Participating in quiz shows	Number	15	5	0	0	10	6	4	0
	%	75	25	0	0	50	30	20	0
Organizing / participating in exhibitions and openings	Number	13	6	1	0	10	7	2	1
	%	65	30	5	0	50	35	10	5
Taking part in social responsibility projects	Number	11	8	1	0	8	7	4	1
	%	55	40	5	0	40	35	20	5

When Table 5 is examined it is found that, the weekly activities of individuals studying in Georgia done more than those in Turkey. In addition, there is a difference between countries in favor of Georgia in ballet, concert, sports, travel and social responsibility projects. Breifly, it has been presented again in parallel with the quantitative data that high school education in individuals is not very adequate in Turkey.

DISCUSSION, CONCLUSION & SUGGESTIONS

Discussion of the Findings of the Perception of Competence Scale

In terms of economic and social characteristics, countries try to adapt themselves for this era, but despite all these developments, when examined within the framework of education systems, it is a matter of debate whether some countries can reflect these developments in their education. In this context, Turkey and Georgia, the two countries that are adjacent to each other, have been worth investigating through the socio-cultural and economic level for what kind of the similarities or differences thay have, evenmore the academic and social competencies of both countries levels were examined.

First of all, the social and economic levels of both countries were examined in the research. Turkey is a much better position to economically through Georgia (TSI-Turkish Statistical Institute, 2018). The main reason for this is, it is one of the few countries in the world due to its geopolitical position. As for other reasons, it has a considerable tourism potential due to its climate characteristics, fertile agricultural lands, water resources, under-ground resources, developed industry and many civilizations and cultures. However, when analyzed PISA results, Turkey in science, got 425 out of 600 points score enrollment, while Georgia received 411 points. For reading section Turkey got 428 points, Georgia is at 401 points, while in mathematics Turkey has received 420 Georgia 404 scores. Based on this finding, it is seen that there is no serious difference in international exams in the educational context of the two neighboring countries, which have serious differences between their economic levels.

Table 6. 2015 PISA results for Turkey and Georgia (PISA 2015 National Report)

	TURKEY	GEORGIA
SCIENCE	425	411
READING	428	401
MATH	420	404

The perception of competence scale examined both countries in two dimensions: social-cultural and academic competence. According to proficiency scale point averages, there is a statistically significant difference among social skills mean scores of high school students in Turkey and Georgia, in other words,

social competence score average of individuals with high school education in Georgia is quite high than social competence score average of individuals who have received secondary education in Turkey.

Discussion of the Findings Obtained from the Individual Interview

To examine this finding in more depth a qualitative research has been conducted and the results of this research support the quantitative research results. When examining the points that are thought to contribute academically by high school education, almost all individuals who have been educated in Georgia, they stated that high school education contributed to their academic development, however, in Turkey this rate was found to be 70%.

In the socially and culturally analyzed part of the research, according to countries, at points that high school education contributes socially and culturally, when examining the points that are thought to contribute socially and culturally by high school education in Georgia, the ratio is likewise 95, and similarly they stated that high school education contributed to their social and cultural development, however, in Turkey this rate was found to be %65. In summary, considering the findings obtained, the academic and social competence scale and qualitative research support the quantitative data. Finally, when the frequency of performing activities is examined, weekly activities of individuals studying in Georgia appears to be higher than those in Turkey, and analysis of data obtained from the research reveal that; socio-economic level of these two countries the academic and social competencies they gain in high school education differ.

Some of the results obtained in this study which were about two neighboring countries with a coast to the Black Sea, Turkey and Georgia high school students' who graduated from the high school level in which their academic and social competences were compared, are like that; First of all, a visible difference was found between the two countries whose economic levels were examined. As the reason for Turkey's geopolitical position, with income levels in industry and tourism the fact that Georgia's financial difficulties as a result of the economic crises it went through had a negative impact on its income level. Although there is an important difference between the two countries in socio-economic terms, it is necessary to determine the level of these two countries in terms of education. to determine the level of these two countries and to see the level of academic and social competences while doing this has been the ultimate goal of this study. In determining these differences, some results were obtained by using quantitative and qualitative research methods.

For data collection in quantitative research method Perception of Competence Scale Özer et al. (2016) is used for high school students and and the results of social-cultural competence perceptions are as follows; The average of social-cultural competence score of Georgian high school students is higher than Turkish students' average points. Based on this result, high school education in Georgia contributes positively to students gaining social competences. The average of social-cultural competence score of Turkish high school students is lower than Georgian students' average points. Consequently, the high school students in Turkey are less contributions compared to Georgia in restoring social competence. There is a statistically significant difference between the two countries between the academic proficiency score averages. Academic proficiency scores of Georgian high school students are considerably higher than Turkish high school students' academic proficiency score averages. In short, high school education in Georgia contributes positively to students gaining academic competence. Academic proficiency scores of Turkish high school students are considerably lower than Georgian high school students' academic proficiency score averages. Hence, the students of high school education in Turkey to gain academic

qualifications are less in contributions compared to Georgia. Finally, Turkish high school students have less social and academic competence than Georgian high school students.

For a deeper examination of all these results, some students from both countries were interviewed at the same time. As a result of the data obtained by the qualitative research method; according to countries whether the education received from high school contributes academically or not, Individuals with 95% high school education in Georgia They stated that this education contributed to their academic development. In Turkey, this ratio remained at 70% s and, unfortunately, it has reached the conclusion that high school education in Turkey provide less contribute to the academic development of students (TSI- Turkish Statistical Institute, 2018). When social-cultural competencies are evaluated, It has been concluded that high school education is socially positive for Georgian students since they state that it contributed 95% to their social competence. On the other hand, contribute to social competence of students of high school education in Turkey was found to be 65. Hence, the students of the high school students in Georgia to social development in Turkey has concluded that it provides less contribution by the social development of education. In addition to all these, when we look at the frequency of individuals performing socially and academically defined activities, weekly activities of individuals receiving training in Georgia are more likely than those in Turkey. In Georgia, students participate more in events such as ballet, concerts, sports, travel, and by participating more in social responsibility projects, they see their high school education at a sufficient level in academic and social-cultural terms. Because the participation of the studunts show less frequently to such events and projects in Turkey, in terms of academic and social competence than Georgian students, it was concluded that their high school education was not sufficient for them.

Some suggestions have been made based on the results obtained from this study that compared academic and social-cultural competence of Turkish and Georgian students who graduate from high school-level. Primarily in high school education for students to gain social-cultural competence in education planning, activities should be included in the curriculum for the acquisition of social skills. Students should regularly participate in theater, ballet, social and cultural activities, and these contributions should be made mandatory if necessary. Sports activities should be done during high school education and arrangements should be made and encouraged for the acquisition of this competency, by dealing with a sport branch in accordance with the interests and abilities of each student which is important for a healthy life, as a lifelong learning skill. Academic and cultural trips should be included in the educational process and students should be made aware of both their academic and cultural trips. For example, students should be encouraged to participate in science Olympics, while assigning homework related to the examination of a museum. It is recommended to integrate course curricula into education programs very quickly in which science projects are predominant in order to gain academic qualifications, moreover, where literacy skills are prioritized at the same time, science and mathematics skills are acquired. Preparations should be started especially for the upcoming PISA exams since this can make a difference within the framework of education for Turkey which is a powerful country from the socio-economic aspects to their neighbors and closest competitors. All in all, researchers who want to work as a continuation of this project, they can make the comparison by examining a similar manner for education systems of other countries neighboring Turkey. Similarly, by examining the education of other countries that are far ahead in PISA data that will contribute to the improvement of the Turkish education system can be accessed.

Limitations

There are some limitations to the research. The first is that as this research was completed with students high-school graduate students. Therefore the research results are limited to high-school graduate students. In this context, there is a need to perform new research using the same research pattern with participation of individuals in different development periods to increase the generalizability of the research results. In addition, research has been done just with the cities of Trabzon, Rize, Artvin, Tblisi and, Batum, so there is a need to perform new research with participation of cities in different countries.

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Tuba Aydın Güngör. Design, data collection, and writing of the manuscript.

Conflict of Interest

It has been reported by the authors that there is no conflict of interest.

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The authors declare that they have carried out the research within the framework of the Helsinki Declaration and with the participation of volunteer students. In line with this, the study was permitted by Artvin Coruh University Scientific Research and Ethical Review Board.

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