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Research Article

Review of the social studies course academic achievements of middle school students in the context of behavioral grades

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Article Info	Abstract
	In this study, it is aimed to examine the social studies academic achievements of secondary school students in Turkey according to various behaviors (adaptation to school culture, self-care, self-awareness, communication and social interaction, conforming to common values, solution-oriented, participation in social activities, teamwork and responsibility, efficient study, environmental sensitivity). In accordance with this purpose, in the fall term of 2021-2022, "the primary school institutions classroom passing book" and "the evaluation schedule of student behavior" showing the course grades and behavior grades of a total of 484 seventh graders who were studying at six public secondary schools in Kilis city center was reached. The data obtained were transferred to SPSS 23 program and analyzed. In the research, significant differences were found between the students' academic achievements and "adaptation to school culture", "self-care", "self-awareness", "communication and social interaction", "conforming to common values", "solution-oriented", "participation in social activities", "teamwork and responsibility", "efficient study", "environmental sensitivity". The research findings showed that the academic success of the social studies course was in favor of students who were 'very good' and 'very good' among students whose behavior level was 'good' and 'should be improved', with "adaptation to school culture", "self-care", "self-awareness", "communication and social interaction", "conforming to common values", "solution-oriented", "teamwork and responsibility", "efficient study" and "environmental sensitivity."

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Introduction

Social studies course is a public education course that integrates social science disciplines according to children's holistic learning. Generalizations with facts, knowledge and concepts of social sciences largely constitute the content of social information (Öztürk, 2009, p. 17). Sönmez (2005, p. 455) defines social information as the process of bonding based on proving social reality and the resulting vital information. Erden (1998) defines social information as a field of study where the necessary knowledge from social sciences is based on the necessary information to raise good and responsible citizens in primary and secondary schools, and students are given the basic knowledge, skills, values and attitudes they need about social life.

Undoubtedly, with this field of study, individuals both nationally and globally are raised as citizens with national consciousness, willing to live democratic, secular, national and contemporary values, and know that they are equal before

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the law; they are equipped with many knowledge, skills and values such as acknowledging the need to protect and develop cultural heritage, explaining interaction between human and environmental and developing space perception skills, trying to protect natural resources within environmental sensitivity and having a sustainable environmental understanding, and having critical thinking skills as individuals who know how to access accurate and reliable information [Ministry of Education (ME), 2018]. Although "social studies" are not mentioned as names when examining the historical development of the social studies course, it is seen that the focus has been on raising people throughout history in the subjects included in the current Social Studies education (Kartal, 2020). Today, it is aimed to give students knowledge, skills, values and attitudes based on national and universal values in line with their own interests and needs related to social life in order to realize their social existence and to help them to have responsibility towards themselves, the society, the country and the world (ME, 2018, p. 8).

As a matter of fact, determining the extent to which these knowledge, skills, values and attitudes, namely the targeted objectives and behaviors, are acquired in the students is seen as important as the purposes and behaviors aimed at the students. In this context, success defined as achieving the specified goal and achieving what is desired is defined as a whole of behaviors consistent with the objectives of the program when considered from the point of view of education (Demirtaş & Güneş, 2002). If student exhibits target behaviors in the program, they can be considered successful. The concept of success in education refers to academic achievement, which is usually the expression of the skills or knowledge gained with the grades, test scores or both that are developed in the courses taught in the school and appreciated by the teachers. Academic success is also seen as very important for their families and environment as it enables students to prepare for professional and social life and shapes their future (Sarıer, 2016).

There are many factors or variables that influence students' academic achievements. These factors, "also known as learning variables, are related to physiological, psychological and social conditions and conditions. Learning variables affect the student's level of success positively or negatively" (Uluğ, 2012). When the field was examined, it was revealed that cognitive factors (intelligence, learning speed, etc.), sensory factors (self-esteem, study habits, personality structure, motivation, self-sufficiency, etc.) and environmental factors (parental attitude and educational status, socio-economic status of the family, attitude and qualifications of school administrators and teachers, etc.) were effective on the academic achievements of the students (Arıcı, 2007; Sarıer, 2016; Şevik, 2014). It is also stated in the literature that academic success is affected by the student, school and family; in other words, there are various studies (Arıcı, 2007; Dağdelen, 2013; Özer Özkan & Anıl, 2011; Şevik, 2014) revealing that they, the family, and the school are influential on students' success and failure.

Sarıer (2016) stated that many variables such as "self-esteem, self-sufficiency, motivation, study habits, attitude towards the lesson, teacher behaviors, leadership of the headmaster, school culture, attitudes and behaviors of parents, participation in education, parental education status, socio-economic level of the family" can be influenced on academic success. In addition, there has been no study on whether the behaviors exhibited by the students on their academic achievements (*adaptation to school culture, self-care, self-awareness, communication and social interaction, conforming to common values, solution-oriented, participating in social activities, teamwork and responsibility, efficient study, environmental sensitivity*) are effective. In other words, no studies were found in which the social studies academic achievements of middle school students were examined according to "adaptation to school culture", "self-care", "self-awareness", "communication and social interaction", "compliance with common values", "solution-oriented", "participation in social activities", "teamwork and responsibility", "efficient study", "environmental sensitivity". Therefore, in order to eliminate this deficiency observed in this study, the relationship between the academic achievements of middle school students in their report cards as well as the behavioral grades included is examined. In this context, it is useful to briefly clarify the behaviors of "adaptation to school culture", "self-care", "self-awareness", "communication and social interaction", "conforming to common values", "solution-oriented", "participation in social activities", "teamwork and responsibility", "productive work" and "environmental sensitivity" (Official newspaper, 2007).

Adaptation to School Culture

In school culture adaptation behavior, students are expected to contribute to the decision-making processes in the school, comply with the established school rules, act responsibly towards school employees, attend school/class regularly, and protect the school, environment and educational tools.

Self-care

In self-care behavior, students should take positive attitudes and behaviors such as taking care of body cleanliness, paying attention to the cleanliness of their clothes, taking care of the order and order of their belongings and following healthy eating rules.

Self-awareness

With "self-awareness" behavior, students are expected to be aware of their interests, abilities, skills, recognize their weaknesses and strengths and develop weaknesses, use their free time effectively, and determine their goals according to their desires and needs.

Communication and Social Interaction

With "communication and social interaction" behavior, students are expected to follow the rules of kindness in communication, use positive communication language and avoid negative communication language, benefit from the exemplary behaviors they see as a result of social interaction, take part in the group, know their rights and responsibilities, exercise their rights and fulfill their responsibilities.

Conforming to Common Values

With the behavior of "conforming to common values", students are expected to respect the rights and freedoms of others, to help others when necessary, to be tolerant of individual and cultural differences, and to respect the common values of society.

Solution-oriented

With a "solution-oriented" behavior, students are expected to recognize and identify problems, use different methods and techniques to solve the problem, develop alternative solutions to the problem and take responsibility for solving the problem.

Participation in Social Activities

With the behavior of "participation in social activities", students are expected to actively participate in various social and cultural activities in the school, to be successful in the social, cultural, artistic and sporting activities they actively participate in, to be interested in or follow school activities that they cannot actively participate in.

Teamwork and Responsibility

Many positive attitudes and behaviors are expected from the students, such as working in cooperation with "teamwork and responsibility" behavior, fulfilling their duties and responsibilities within the group, and carrying out individual studies within the group if necessary.

Efficient Study

With "efficient study" behavior, students are expected to work planned and regularly, to use time effectively and efficiently, and to be aware of the impact of effective and "efficient study" on their development.

Environmental Sensitivity

With "environmental sensitivity" behavior, students are expected to be sensitive to environmental activities, participate in environmental activities, protect living things and natural habitats, keep the environment clean, use natural resources efficiently, and show many positive attitudes and behaviors such as turning to renewable energy sources.

Aim and Problem of Study

In the Turkish education system, student academic success and behavioral grade are expressed with a scorecard grade. Both academic achievement and behavioral grade reflected in the student's report card are considered to be decisive and perhaps the most important criterion for success. In this study, academic achievement and behavior grades were considered as scorecard grades. Thus, the success levels of the seventh graders in the social studies course were revealed

and the relationship between their academic achievements and behavioral grades in this course was analyzed. In this context, it is aimed to examine the social studies academic achievements of middle school students according to various behavioral *(adaptation to school culture, self-care, self-awareness, communication and social interaction, compliance with common values, solution-oriented, participation in social activities, teamwork and responsibility, efficient study, environmental sensitivity).*

The main problem sentence of the study is;

➢ What is the level of academic achievement of the secondary school students in the social studies course and has they differed significantly according to their academic achievements and behavioral grades (adaptation to school culture, self-care, self-awareness, communication and social interaction, conforming to common values, solution-oriented, participation in social activities, teamwork and responsibility, efficient study, environmental sensitivity)?

Method

Research Model

The current research is designed according to the scanning pattern, which is one of the quantitative research methods. Screening research patterns are "quantitative research patterns in which researchers collect information by scanning a sample group or the entire universe to explain the attitudes, views, behaviors or characteristics of a universe" (Creswell, 2012, p. 376). In the screening design, quantitative research was conducted on a group (f=484) sample taken from the universe in order to reach a general conclusion or judgment about even (secondary school students) (Karasal, 2011). "The primary school institutions classroom passing book" and "the evaluation schedule of student behavior" was used to collect the research data.

Sample

The studying group of this research consists of 484 secondary school seventh graders, 254 girls and 230 (47.5%) boys, who are studying at six public secondary schools in the central district of Kilis province in the spring semester of the 2021-2022 academic year. The sample of the present study was determined by the simple sampling method, which is one of the probability-based sampling types. In the simple sampling method, where the sample has a high power to represent the population, all units in the population have an equal and independent chance to be selected for the sample. The choice of one individual does not affect the choice of other individuals (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz & Demirel, 2016).

Data Collection Tool and Process

The data collection tools of this research constitute "the primary school institutions classroom passing book" and "the evaluation schedule of student behavior". Student "the primary school institutions class passing book", academic achievement scores of students in a branch for all courses; "the evaluation schedule of student behaviors" is a document showing the students' "school culture compliance", "self-care", "self-awareness", "communication and social interaction", "compliance with common values", "solution-oriented", "participation in social activities", "teamwork and responsibility", "efficient study", "environmental sensitivity" behavior grades of students in a branch. Accordingly, a digital sample of "the primary school institutions classroom passing book" and "the evaluation schedule of student behavior" was taken in accordance with the school administration's knowledge and permission by going to the schools where the research was carried out. This data was then entered as data in SPSS 23. In the grade passing book of primary institutions, students' social studies are between 0 and 100 of their academic achievements; behavioral grades on the evaluation chart of student behaviors were scored with a score between 1 and 3. Accordingly, student academic achievement grades are rated "low" between 0 and 44, "pass" between 45 and 54, "medium" between 55 and 69, "good" between 70 and 84 and "very good" between 85 and 100. Student behavior grades are evaluated as 1 "should be improved", 2 as "good" and 3 as "very good".

Data Analysis

SPSS 23 program was used for the analysis of the data obtained from the sample group within the scope of the research. In the analysis of the data, the normalities of the data were examined first. When the data obtained from the primary school institutions classroom passing book were analyzed (distortion= -.225; pressure= -1.161; shapiro wilk and kolmogorov smirnov values= .000 <.05), "it was determined that the data did not show normal distribution. Non-parametric tests were used in statistical analyses because the data did not show normal distribution". Accordingly, "Kruskal Wallis H" test was performed to examine whether the academic achievement levels of secondary school students differed significantly according to their behavioral grades (*school culture compliance, self-awareness, communication and social interaction, compliance with common values, solution-oriented, participation in social activities, teamwork and responsibility, efficient study, environmental sensitivity*). "Post Hoc Tamhane" "test was applied to determine which groups the difference was between" (Büyüköztürk, 2014).

Results

When the social studies course academic achievement levels of secondary school students were examined, the academic achievement levels of the students were evaluated in five groups: "low" (0-44), "passing" (45-54), "medium" (55-69), "good" (70-84) and "very good" (85-100) and the results of the analysis were presented in Table 2. According to Table 2, when the social studies course academic achievements of the secondary school students who participated in the study were examined, it was determined that 8.5% were low, 12.4% were passing, 22.5% were intermediate, 21.7% were good and 34.9% had very good grades. Therefore, it can be said that more than half (55.6%) of secondary school students have good and very good social studies academic achievements. Within the scope of the research, descriptive analysis of the scores taken in the social studies course was also carried out. In this context, the highest score in the social studies course was 100, while the lowest score was 33. According to this data, the rand score is 67, which is the difference between the highest and lowest score. In addition, the most repeated (mode) score value in the social studies course was calculated as 94 and the median score value was 74. The average social studies course grade of secondary school students was found to be good ($\bar{X}$=72.23).

Table 1. Social Studies Course Academic Achievement Levels of Middle School Students

Level	Intervals	n	%
Miscarriage	(0-44)	41	8.5
Passes	(45-54)	60	12.4
Middle	(55-69)	109	22.5
Good	(70-84)	105	21.7
Very good	(85-100)	169	34.9
Total	(0-100)	484	100

Maximum points= 100; minimum score= 33; ranj=67 mod=94; median=74; $\bar{X}$=72.23; SS=18.12

The difference of "secondary school students' academic success" in social studies course according to school culture adaptation behavior

"Kruskal Wallis H" test was performed to examine whether the academic achievements of middle school students differed significantly according to the behavior of "adaptation to school culture" and the results of the analysis were given in Table 2.

Table 2. Average Rank, Standard Deviation and Kruskal Wallis Test Results of Students' Academic Achievement in Social Studies Course According to School Culture Adaptation Behavior

Level of adaptation to school culture	n	Sequence avg.	sd	X²	p	Significant difference
Must be improved (A)	6	36.58				A-B
Good (B)	74	93.44	2	116.148	.000	A-C
Very good (C)	404	272.86				B-C
Total	484					

p<0.5

According to the data in Table 2, it was determined that the academic achievements of secondary school students differed significantly according to the behavior of "adaptation to school culture" (X^2=116.148; p<0.5). The "Post Hoc Tamhane" test "was applied to determine which groups the difference was between". The analysis found that the difference was between students with "very good" behavior levels and students who were "well developed" and "good". A significant difference was also found between students with "good" behavior levels and students who should be "improved" in "adaptation to school culture". When the averages and average differences are taken into account, it is seen that the difference between these groups is in favor of students whose attitude to school culture is "very good" and "good" (Table 3). Accordingly, it was concluded that there is a positively significant relationship between the social studies academic achievements of secondary school students and the behavior of "adaptation to school culture", and that the social studies course academic success increases as the behavior level improves very well.

Table 3. Tamhane Test Result Comparing Students' Social Studies Academic Achievements with School Culture Compliance Behavior Level

Variable	Category		Avg. Difference	ss	p
Adaptation to school culture	Must be improved	Good	-8.279	2.71	.030*
		Very good	-32.712	2.31	.000*
	Good	Must be improved	8.279	2.71	.030*
		Very good	-24.432	1.81	.000*
	Very good	Must be improved	32.712	2.31	.000*
		Good	24.437	1.81	.000*

*p<.05

The difference of "secondary school students' academic success" in social studies course according to self-care behavior

"Kruskal Wallis H" test was performed to examine whether the academic achievements of secondary school students differed significantly according to "self-care" behavior and the results of the analysis were given in Table 4.

Table 4. Average Rank, Standard Deviation and Kruskal Wallis Test Results of Students' Academic Achievement in Social Studies Course According to Self-Care Behavior

Level of self-care	n	Sequence avg.	sd	X^2	p	Sig. difference
Must be improved(A)	5	15.5				A-B
Good (B)	60	74.69	2	114.908	.000	A-C
Very good (C)	419	269.24				B-C
Total	484					

p<0.5

According to the data in Table 4, it was determined that the academic achievements of secondary school students differed significantly according to "self-care" behavior (X^2=114.908; p<0.5). The "Post Hoc Tamhane test was applied to determine which groups the difference was between". In the analysis, it was observed that the difference was between students with "very good" "self-care" behavior level and students who were "improved" and "good". There was also a significant difference between students with "good" "self-care" behavior levels and students who should be "improved". When the averages of the queue and the average differences are taken into account, it is seen that the difference between these groups is in favor of students whose "self-care" behavior is "very good" and "good" (Table 5). According to these data, it was determined that there is a positively significant relationship between the social studies academic achievements of secondary school students and "self-care" behavior, and that the academic success of the social studies course increases as the level of "self-care" behavior improves very well.

Table 5. Tamhane Test Result Comparing Students' Social Studies Academic Achievements with Self-Care Behavior Level

Variable	Category		Avg. Difference	ss	p
Self-care	Must be improved	Good	-10.816	2.51	.005*
		Very good	-37.537	2.13	.000*
	Good	Must be improved	10.816	2.51	.005*
		Very good	-26.721	1.72	.000*
	Very good	Must be improved	37.537	2.13	.000*
		Good	26.721	1.72	.000*

*p<.05

The difference of "secondary school students' academic success" in social studies course according to self-awareness behavior

"Kruskal Wallis H" test was performed to examine whether the academic achievements of middle school students differed significantly according to "self-awareness" behavior and the results of the analysis were given in Table 6.

Table 6. Average Rank, Standard Deviation and Kruskal Wallis Test Results of Students' Academic Achievement in Social Studies Course According to Self-Awareness Behavior

Level of self-awareness	n	Sequence avg.	sd	X^2	p	Significant difference
Must be improved(A)	12	65.75				A-B
Good (B)	99	128.73	2	109.275	.000	A-C
Very good(C)	373	278.38				B-C
Total	484					

p<0.5

According to the data in Table 6, it was determined that the academic achievements of secondary school students differed significantly according to "self-awareness" behavior (X^2=109.275; p<0.5). The "Post Hoc Tamhane test was applied to determine which groups the difference was between". In the analysis, it was seen that the difference was between students with "very good" "self-awareness" behavior level and students who were "improved" and "good". In addition, a significant difference was found between students with "good" "self-awareness" behavior and students who should be "improved". When the averages of the queue and the average differences are taken into account, it is seen that the difference between these groups is in favor of students whose "self-awareness" behavior is "very good" and "good" (Table 7). According to these data, it was concluded that there is a positively meaningful relationship between the social studies academic achievements of secondary school students and the behavior of "self-awareness", and that the social studies course academic success increases as the level of "self-awareness" behavior improves very well.

Table 7. Tamhane Test Result Comparing Students' Social Studies Academic Achievements with Self-Awareness Behavior Level

Variable	Category		Avg. Difference	ss	p
Self-awareness	Must be improved	Good	-8.565	2.74	.012*
		Very good	-28.744	2.30	.000*
	Good	Must be improved	8.565	2.74	.012*
		Very good	-20.178	1.88	.000*
	Very good	Must be improved	28.744	2.30	.000*
		good	20.178	1.88	.000*

*p<.05

The difference of "secondary school students' academic success" in social studies course according to communication and social interaction behavior

"Kruskal Wallis H" test was performed to examine whether the academic achievements of secondary school students differed significantly according to "communication and social interaction" behavior and the results of the analysis were given in Table 8.

Table 8. Average Rank, Standard Deviation and Kruskal Wallis Test Results of Students' Academic Achievement in Social Studies Course According to Communication and Social Interaction Behavior

Communication and social interaction level	n	Sequence avg.	sd	X^2	p	Significant difference
Must be improved (A)	5	54.7				
Good (B)	41	76.96	2	73.448	.000	A-C
Very good (C)	438	260.14				B-C
Total	484					

p<0.5

According to the data in Table 8, it was determined that the academic achievements of secondary school students differed significantly according to "communication and social interaction" behavior (X^2=73.448; p<0.5). The "Post Hoc Tamhane test was applied to determine which groups the difference was between". In the analysis, it was observed that the difference was between students with "very good" "communication and social interaction" behavior levels and students who were "improved" and "good". When the averages of the queue and the average differences are taken into account, it is seen that the difference between these groups is in favor of students whose "communication and social interaction" behavior is "very good" (Table 9). In general, it has been concluded that there is a positively meaningful relationship between the academic achievements of secondary school students and the behavior of "communication and social interaction", and that as the level of "communication and social interaction" behavior improves very well, the academic success of the social studies course increases in general.

Table 9. Tamhane Test Result Comparing Students' Social Studies Academic Achievements with Communication and Social Interaction Behavior Levels

Variable	Category		Avg. Difference	ss	p
Communication and social interaction	Must be improved	good	-2.590	2.56	.694
		Very good	-27.866	1.89	.000*
	Good	Must be improved	2.590	2.56	.694
		Very good	-25.276	2.06	.000*
	Very good	Must be improved	27.866	1.89	.000*
		good	25.276	2.06	.000*

*p<.05

The difference in the "academic success of secondary school students" in social studies course according to the behavior of conforming to common values

"Kruskal Wallis H" test was performed to examine whether the social studies course academic achievements of secondary school students differed significantly according to the behavior of "conforming to common values" and the results of the analysis were given in Table 10.

Table 10. *Average Rank, Standard Deviation and Kruskal Wallis Test Results of Students' Academic Achievement in Social Studies Course According to The Behavior of Conforming To Common Values*

Level of compliance with common values	n	Sequence avg.	sd	X^2	p	Significant difference
Must be improved (A)	3	8.5				A-B
Good(B)	94	151.01	2	60.076	.000	A-C
Very good (C)	387	266.54				B-C
Total	484					

p<0.5

According to the data in Table 10, it was determined that the academic achievements of secondary school students

differed significantly according to the behavior of "conforming to common values" (X^2=60.076; p<0.5). The "Post Hoc Tamhane test was applied to determine which groups the difference was between". In the analysis, it was observed that the difference was between students with "very good" behavior level in "conforming to common values" and students who were "improved" and "good". In addition, a significant difference was found between students with "good" behavior level and students who should be "improved" in "conforming to common values". When the averages of the queue and the average differences are taken into account, it is seen that the difference between these groups is in favor of students whose behavior to conform to common values is "very good" and "good" (Table 11). Accordingly, it was determined that there is a positively significant relationship between the social studies academic achievements of secondary school students and the behavior of "conforming to common values", and that academic success of the social studies course increases as the level of behavior in "conforming to common values" improves very well.

Table 11. Tamhane Test Result Comparing Students' Social Studies Academic Achievements with Behavior Level in Accordance with Common Values

Variable	Category		Avg. Difference	ss	p
Conforming to common values	Must be improved	good	-21.570	1.91	.000*
		Very good	-37.162	0.90	.000*
	Good	Must be improved	21.570	1.91	.000*
		Very good	-15.591	2.06	.000*
	Very good	Must be improved	37.162	0.90	.000*
		good	15.591	2.06	.000*

*p<.05

The difference in the "academic success of secondary school students" in social studies course according to their solution-oriented behavior

"Kruskal Wallis H" test was performed to examine whether the social studies course academic achievements of secondary school students differed significantly according to the "solution-oriented" behavior and the analysis results were given in Table 12.

Table 12. Average Rank, Standard Deviation and Kruskal Wallis Test Results of Students' Academic Achievement in Social Studies Course According to Solution-Oriented Behavior

Solution-oriented level	n	Sequence avg..	sd	X^2	p	Significant difference
Must be improved (A)	35	95.31				A-B
Good (B)	79	151.37	2	94.413	.000	A-C
Very good(C)	370	275.88				B-C
Total	484					

p<0.5

According to the data in Table 12, it was determined that the academic achievements of secondary school students differed significantly according to the behavior of "solution-oriented" (X^2=94.413; p<0.5). The "Post Hoc Tamhane test was applied to determine which groups the difference was between". In the analysis, it was seen that the difference was between students with "very good" behavior level and students who were "improved" and "good". In addition, a significant difference was found between students with a "good" level of "solution-oriented" behavior and students who should be "improved". When the averages of the queue and the average differences are taken into account, it is seen that the difference between these groups is in favor of students whose "solution-oriented" behavior is "very good" and "good" (Table 13). According to these data, it was concluded that there is a positively meaningful relationship between the social studies academic achievements of secondary school students and the behavior of "solution-oriented", and that the social studies course academic success increases as the level of "solution-oriented" behavior improves very well.

Table 13. Tamhane Test Result Comparing Students' Social Studies Academic Achievements with Their Level of Solution-Oriented Behavior

Variable	Category		Avg. Difference.	ss	p
Solution-oriented	Must be improved	Good	-8.228	3.25	.040*
		Very good	-24.865	2.70	.000*
	Good	Must be improved	8.228	3.25	.040*
		Very good	-16.637	2.15	.000*
	Very good	Must be improved	24.865	2.70	.000*
		Good	16.637	2.15	.000*

*p<.05

The difference of "secondary school students' academic success" in social studies course according to their participation behavior in social activities

"Kruskal Wallis H" test was performed to examine whether the academic achievements of secondary school students differed significantly according to the behavior of "participation in social activities" and the results of the analysis were given in Table 14.

Table 14. Average Rank, Standard Deviation and Kruskal Wallis Test Results of Students' Academic Achievement in Social Studies Course According to Participation Behavior in Social Activities

Level of participation in social activities	n	Sequence avg.	sd	X^2	p	Significant difference
Must be improved (A)	3	43.33				
Good (B)	69	133.92	2	55.813	.000	B-C
Very good(C)	412	262.13				
Total	484					

p<0.5

According to the data in Table 14, it was determined that the academic achievements of secondary school students differed significantly according to the behavior of "participation in social activities" (X^2=55.813; p<0.5). The "Post Hoc Tamhane test was applied to determine which groups the difference was between". In the analysis, it was observed that the difference was between students with "very good" behavior level and students who were "good" in "participation in social activities". When the averages of the queue and the average differences are taken into account, it is seen that the difference between these groups is in favor of students whose participation behavior in social activities is "very good" (Table 15). Accordingly, it was concluded that there is a positively significant relationship between the social studies academic achievements of secondary school students and the behavior of "participation in social activities", and that academic success in the social studies course increases as the level of "participation in social activities" increases from good to very good.

Table 15. Tamhane Test Result Comparing Students' Social Studies Academic Achievements with Participation Behavior Level in Social Activities

Variable	Category		Avg. Difference.	ss	p
Participation in social activities	Must be improved	Good	-15.058	7.66	.423
		Very good	-32.608	7.37	.130
	Good	Must be improved	15.057	7.66	.423
		Very good	-17.550	2.38	.000*
	Very good	Must be improved	32.608	7.37	.130
		Good	17.550	2.38	.000*

*p<.05

The difference of "secondary school students′ academic success" in social studies course according to teamwork and responsibility behavior

"Kruskal Wallis H" test was performed to examine whether the academic achievements of secondary school students differed significantly according to "teamwork and responsibility" behavior and the analysis results were given in Table 16.

Table 16. Average Rank, Standard Deviation and Kruskal Wallis Test Results of Students' Academic Achievement in Social Studies Course According to Teamwork and Responsibility Behavior

Teamwork and responsibility level	n	Sequence avg.	sd	X^2	p	Significant difference
Must be improved (A)	21	76.81				A-B
Good (B)	97	146.87	2	97.594	.000	A-C
Very good (C)	366	277.35				B-C
Total	484					

p<0.5

According to the data in Table 16, it was determined that the academic achievements of secondary school students differed significantly according to "teamwork and responsibility" behavior (X^2=97.594; p<0.5). The "Post Hoc Tamhane test was applied to determine which groups the difference was between". In the analysis, it was seen that the difference was between students with "very good" level of "teamwork and responsibility" behavior and students who were "improved" and "good". When the averages of the queues and the average differences are taken into account, it is seen that the difference between these groups is in favor of students whose "teamwork and responsibility" behavior are "very good" (Table 17). In general, it was found that there is a positively meaningful relationship between the social studies academic achievements of secondary school students and "teamwork and responsibility" behavior, and that academic success in the social studies course increases as the level of "teamwork and responsibility" behavior improves very well.

Table 17. Tamhane Test Result Comparing Students' Social Studies Academic Achievements with Participation Behavior Level in Social Activities

Variable	Category		Avg. Difference.	ss	p
Teamwork and responsibility	Must be improved	Good	-9.793	2.91	.049*
		Very good	-27.315	2.41	.000*
	Good	Must be improved	9.793	2.91	.049*
		Very good	-17.522	2.00	.000*
	Very good	Must be improved	27.315	2.41	.000*
		Good	17.522	2.00	.000*

*p<.05

The difference in the "academic success of secondary school students" in social studies course according to their efficient study behavior

"Kruskal Wallis H" test was performed to examine whether the academic achievements of secondary school students differed significantly according to "efficient study" behavior and the results of the analysis were given in Table 18.

Table 18. Average Rank, Standard Deviation and Kruskal Wallis Test Results of Students' Academic Achievement in Social Studies Course According to Efficient Study Behavior

Efficient study level	n	Sequence avg.	sd	X^2	p	Significant difference
Must be improved(A)	56	76.1				A-B
Good(B)	140	180.49	2	164.372	.000	A-C
Very good (C)	288	305				B-C
Total	484					

p<0.5

According to the data in Table 18, it was determined that the academic achievements of secondary school students differed significantly according to "efficient study" behavior (X^2=164.372; p<0.5). The "Post Hoc Tamhane test was applied to determine which groups the difference was between". In the analysis, it was observed that the difference was between students with "very good" level of "efficient study" behavior and students who were "improved" and "good". In addition, a significant difference was found between students with "good" levels of productive studying behavior and students who should be "improved". When the averages of the queue and the average differences are taken into account, it is seen that the difference between these groups is in favor of students whose "efficient study" behavior is "very good" and "good" (Table 19). According to these data, it was determined that there is a positively meaningful relationship between the social studies academic achievements of secondary school students and "efficient study" behavior, and that the academic success of the social studies course increases as the level of productive studying behavior improves very well.

Table 19. Tamhane Test Result Comparing Students' Social Studies Academic Achievement with Efficient Study Behavior Level

Variable	Category		Avg. Difference.	ss	p
Efficient study	Must be improved	Good	-15.050	1.85	.000*
		Very good	-30.775	1.58	.000*
	Good	Must be improved	15.050	1.85	.000*
		Very good	-15.725	1.57	.000*
	Very good	Must be improved	30.775	1.58	.000*
		Good	15.725	1.57	.000*

*p<.05

The difference of "secondary school students' academic success" in social studies course according to environmental sensitivity behavior

"Kruskal Wallis H" test was performed to examine whether the academic achievements of secondary school students differed significantly according to "environmental sensitivity" behavior and the results of the analysis were given in Table 20.

Table 20. Average Rank, Standard Deviation and Kruskal Wallis Test Results of Students' Academic Achievement in Social Studies Course According to Environmental Sensitivity Behavior

Environmental sensitivity level	n	Sequence avg.	sd	X^2	p	Sig. difference
Must be improved(A)	7	69.79				
Good (B)	69	141.49	2	55.073	.000	A-C
Very good (C)	408	262.55				B-C
Total	484					

p<0.5

According to the data in Table 20, it was determined that the academic achievements of secondary school students differed significantly according to "environmental sensitivity" behavior (X^2=55.073; p<0.5). The "Post Hoc Tamhane test was applied to determine which groups the difference was between". In the analysis, it was observed that the difference was between students with "very good" "environmental sensitivity" behavior level and students who were "improved" and "good". When the averages of the queues and the average differences are taken into account, it is seen that the difference between these groups is in favor of students whose "environmental sensitivity" behavior is "very good" (Table 21). In general, it has been concluded that there is a positively meaningful relationship between the social studies academic achievements of secondary school students and "environmental sensitivity" behavior, and that while the level of "environmental sensitivity" behavior is improving very well, the academic success of the social studies course increases in general.

Table 21. Tamhane Test Result Comparing Students' Social Studies Academic Achievements with Environmental Sensitivity Behavior Level

Variable	Category		Avg. Difference.	ss	p
Environmental sensitivity	Must be improved	Good	-11.165	5.41	.199
		Very good	-27.542	5.03	.004*
	Good	Must be improved	11.165	5.41	.199
		Very good	-16.376	2.32	.000*
	Very good	Must be improved	27.542	5.03	.004*
		Good	16.376	2.32	.000*

*p<.05

Discussion and Conclusion

In this study, the academic achievements of middle school students were examined according to various behaviors (adaptation to school culture, self-care, self-awareness, communication and social interaction, conforming to common values, solution-oriented, participation in social activities, teamwork and responsibility, efficient study, environmental sensitivity). In the study, it was determined that the academic achievements of secondary school students differed significantly according to "school culture adaptation", "self-care", "self-awareness", "communication and social interaction", "conforming to common values", "solution-oriented", "participation in social activities", "teamwork and responsibility", "efficient study" and "environmental sensitivity" behaviors.

As a result of the research, it was concluded that the social studies course success of secondary school students was in favor of students who were "very good" and "very good" among students whose level of social studies, "self-awareness", "communication and social interaction, "compliance with common values", "solution-oriented", "teamwork and responsibility", "efficient study" and "environmental sensitivity" behavior level were "very good" and "should be improved".

In addition, it was determined that the students' social studies academic achievements differed significantly according to the behavior of "participation in social activities", and that the difference was only in favor of students who were "very good" and "very good" students. In addition, it has been determined that the academic achievements of the students are in favor of students who are "good" among students who have a "good" level of social studies academic achievement, "self-care", "self-awareness", "compliance with common values", "solution-oriented", "teamwork and responsibility" and "efficient study" behavior. Therefore, it can be said that there is a positively significant relationship between the social studies academic achievement scores and behavioral scores of middle school students, and as the level of behavior improves very well, the academic success of the social studies course increases in general. However, the opposite can be said. In other words, with the increase in the academic achievements of the students, it can be stated that there is a significant increase in behavior scores such as "adaptation to school culture", "self-care, self-awareness", "communication and social interaction", "conforming to common values", "solution-oriented", "participation in social activities", "teamwork and responsibility", "efficient study", "environmental sensitivity". Therefore, it can be said that there is a positive two-way interaction between academic achievement score and behavioral grades.

No studies have been found that examine the relationship between students' academic achievements and behaviors. Therefore, the findings of the current study could not be compared. However, the perception of self-sufficiency when the field is examined (Aydın, 2010; Ayotola & Adedeji, 2009; Klomegah, 2007; Liu & Koirala, 2009), self-esteem (Choi, 2005), study habit (Özer Özkan & Anıl, 2011; Patterson et al., 2003), attitude towards the course (Yenilmez & Özabacı, 2003), motivation (Boyd, 2002; Gottfried, Fleming & Gottfried, 2001), attitude and leadership of the school administration (Leithwood & Jantzi, 2000; Sarı & Cenkseven, 2008), school culture (Barnett & McCormick, 2004; Fiore, 2000; Fuller & Clarke, 1994; Schoen & Teddlie, 2008), teacher behavior (Hattie, 2009; Kızıldağ, 2009; Şişman, 2014; Şevik, 2014), family-attended events (Demir, 2021, Şad, 2012, Türe & Deveci, 2021), socio-economic level of the family (Akyol, Sungur & Tekkaya, 2010; Arıcı, 2007; Kocaman, 2008), parents' educational status (Koutsoulis & Campbell, 2001; Özer Özkan & Anıl, 2011; Özkan & Yıldırım, 2013; Şevik, 2014) and the attitudes and behaviors of

parents (Carlson, et al., 1999) have been found to have a positive effect on students' academic achievements. Based on this information, self-sufficiency perception, self-esteem, study habits, interest, attitude and motivation for the course, motivation for school, attitude and leadership of the school administration, school culture, teacher behaviors, family participation activities, socio-economic level of the family, educational status of parents and student attitudes and behaviors are compatible with the "school culture of the students", "self-care", "self-awareness", "communication and social interaction", "compliance with common values", it can be said that it has a positive effect on "solution-oriented", "participation in social activities", "teamwork and responsibility", "efficient study" and "environmental sensitivity" behaviors.

Based on the findings of the current research, the following recommendations can be made:

➢ This research was carried out with 484 Turkish students attending the seventh grade of secondary school within the scope of social studies course. Similar studies with different sample groups may be recommended.

➢ In this study, the academic achievements of the students were examined in terms of various behaviors (adaptation to school culture, self-care, self-awareness, communication and social interaction, conforming to common values, solution-oriented, participation in social activities, teamwork and responsibility, efficient study, environmental sensitivity). Similar studies can be carried out within the scope of different disciplines.

Limitations of Study

This study has some limitations. The research was limited to sample 484 students in six public secondary in one district in the Kilis Province in Turkey. The data collection tools of this research constitute "the primary school institutions classroom passing book" and "the evaluation schedule of student behavior". Student "the primary school institutions class passing book", academic achievement scores of students in a branch for all courses; "the evaluation schedule of student behaviors" is a document showing the students' "school culture compliance", "self-care", "self-awareness", "communication and social interaction", "compliance with common values", "solution-oriented", "participation in social activities", "teamwork and responsibility", "efficient study", "environmental sensitivity" behavior grades of students in a branch. Therefore, the data of the research are limited to these data collection tools. Moreover, the criterion validity for the data collection tools were not examined.

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