

Analyzing the Attitudes of Primary School Students about Social Studies Performance Task¹

By

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Abstract

This research aimed to determine the attitude of primary school students towards performance task and aimed to show the existing situation. The aim is to analyze the primary school student's attitudes from different points. This research's model is relational survey model and aims to show the situation directly. Social Studies Lesson Performance Task Attitude Scale has been used in order to identify the attitudes of the students towards performance tasks they made in social studies lesson. The research has been applied to 4th grade students of the schools belonging different social economic classes (low, middle and high) in Niğde. The attitudes of the students towards performance task differ according to socio-economic level of their school, their mother's educational status and having a computer. Deep researches may present the causes of the differentiations of the attitudes of the students towards social studies lesson performance task in terms of socio-economic level of their school, educational status of the mother and their having computer. Socio-economic level of the school and its facilities should be taken into consideration in giving social studies performance tasks to the students. The parents being illiterate or not should be taken into consideration in the application of the performance task.

Keywords: *alternative assessment; performance assessment; performance task; social studies.*

1. Introduction

Recently, education has been changing just like everything. The changes force educational system to change and effect the expectations of the societies significantly. Fadel, Pasnik and Honey (2007) express that the learning in 21st century isn't only about learning scientific facts methods; it is also about the process of using and integrating the knowledge. For this reason, they expressed that educators need evaluation along with teaching. Assessment and evaluation process is an important part of social studies teaching. Sari (2007, p.26) defines social studies as curriculum methods, activities, materials about primary school, secondary school and higher school social studies lesson and work discipline comprising assessment and evaluation process. He emphasizes the importance of assessment and evaluation process in social studies lesson. Todorov and Bousseau (1998) inform that the most important aim of social studies teaching is to raise responsible citizens and reaching social studies lesson's content standards and aims of the schools is only possible with a good evaluation. Linn and Gronlund (1990, p.10) emphasize the importance of evaluation in education by expressing the fact that evaluation is used not only for adjusting the student's status by grading and rationing but also for creating various decisions and policies about education and developing learning-teaching process. Recent reforms in education cause changes in the understanding of assessment and evaluation applications those are very important in educational system. These reforms also changed significantly the assessment and evaluation techniques being used in the system (Bahar and others, 2006).

Social Studies Curriculum has been prepared based on constructivism and it has been being used since 2005 in Turkey. Constructivism is one of the most popular learning theories. The structure of the knowledge and learning form the basic foundation of constructivism (Brooks & Brooks, 1993, p.23). Guest (2003:2) defines constructivist approach as a learning approach which is based on active

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attendance of the students such as critical thinking and problem solving. The learner's constructing the knowledge and his putting knowledge into practice lie behind constructivism (Perkins, 1999, p.8). "Constructivists argue that learning is an active process, that knowledge is acquired as learners interact with the environment and modify what they already know. When children encounter new information, ideas, and things, they related it to knowledge they have" (Zarillo, 2000, p.30). As soon as the curriculum changed in 2005, teachers use some assessment and evaluation techniques enabling evaluation of the process and product in Social Studies lessons such as performance task, project task, portfolio, rubric (rating scale), self-assessment, peer assessment, group assessment, control list, debate, attitude scale and observation apart from traditional tests. Williams (1998:46) classifies alternative assessment types as; portfolios, rubrics (rating scales), self-assessment, peer assessment, control lists, one to one debates, observation, written tasks, exhibitions and showings, performances and presentations, learning register books, journals, long-term projects and videotaped student studies.

"Educational assessment has undergone a revolution for recent twenty-thirty years. Approximately 20 years ago, almost all judgments about student achievement were based on tests. For the most part, assessment was the process of developing, implementing tests. Well-designed developmentally appropriate tests can provide useful information and should be part of social studies assessment, but even the best tests do not provide a complete picture of what our students know, are able to do, and value. Test capture student performance at one point in time, limit ways of expressing knowledge, and require performance in artificial situations divorced from typical social studies activities. Today's assessment understanding emerged as an alternative to these traditional tests and it can be called *performance assessment, authentic assessment or alternative assessment*" (Zarrillo, 2000, p.162).

Butler, McColskey and O'Sullivan (2005:45) state that the most appropriate way of evaluation learning targets is to determine performance tasks proper to targets. For instance; multiple-choice tests are proper to evaluate learning targets at basic cognitive level, but performance task is more effective to evaluate learning targets those are required exhibiting the abilities. Performance task is appropriate for performance based evaluating understanding (Butler, McColskey and O'Sullivan, 2005, p.45). "The statuses of the students are mostly assessed via paper and pencil tests, but in some cases it is necessary for students to show their abilities really. In such cases (for example; driving in order to get a driver's license), performance tests are necessary for assessment to achieve its purpose. It is nonsense and dangerous to license people by evaluate the success of driving with only a written test" (Butler, McColskey and O'Sullivan, 2005, p.45).

Performance task and performance assessment shouldn't be confused (Yalcinkaya, 2009:43). Performance assessment is being defined in Ministry of National Education (MEB) Social Studies Curriculum (2005, p.116) as; *situations and assignments to turn student's learning types and individual characteristics into action*. As it can be seen, performance assessment not only consists of performance task. In the Regulation of MEB Primary School (2006) this expression takes part; *studies for evaluating the performance of the students consist of participation in lessons and activities and performance tasks* (Yalcinkaya, 2009). Saranchuk (1998) states that there can be some kinds of performance assessment such as class projects, experiments, dramatization and demonstration.

The researches about performance assessment in Turkey that has been being implemented at social studies lessons since 2005 are mostly for identifying the students', teacher candidates' and teachers' opinions and problems (Akdag, 2009; Akdag&Coklar, 2009; Seker, 2009; Ciftci 2010; Secer, 2010; Sahiner & Arslan, 2011 cited in Yalçınkaya, 2013, p.442).

Various researches have been done about performance tasks those got off the ground at 2005 and the results are very important. For instance; in the research of Akdag (2009) the ideas of the students about social studies lesson project and performance tasks tried to be determined. 33 (48%) of 69 students attended to the research presented adverse opinion about social studies lesson project and performance

tasks, 31 (45%) of the students presented positive opinion about project and performance tasks. 5 attendant (7%) said that they don't have project and performance tasks, so they don't have any idea about them. Ciftci (2010) informs that teachers believe in the benefits of performance task as a result of the researches about the opinions of the students about project and performance tasks those got off the ground at 2005-2006 academic years in our country. That's why teachers use performance task in evaluating the student. Despite the changes, there are a lot of difficulties in applying and evaluating the performance tasks. The result of the research done by Tuysuz, Karakuyu and Tatar (2010) shows that the parents are maintains a positive attitude towards performance tasks. In the research he examined the attitudes of the students and the teachers towards performance evaluation, Brooks (1999) presents that student and teachers maintains a positive attitude. Determining variations according to attitudes towards performance task and some variances is important for the ones preparing the curriculum, academicians and teachers in terms of making decisions about this situation. Distinctively from other researches, this research aims to analyze primary school students' attitude towards social studies lesson performance task in terms of some variances. For this aim following questions are tired to be answered:

- Do the attitudes of the primary school students differ according to the socio-economic level of their school?
- Do the attitudes of the primary school students differ according to their gender?
- Do the attitudes of the primary school students differ according to their mother's educational status?
- Do the attitudes of the primary school students differ according to their father's educational status?
- Do the attitudes of the primary school students differ according to their having computer?

2. Method

Research Model

This research's model is relational survey model and aims to show the situation directly. According to Karasar (2006) relational survey model aims to determine the existence and/or extent of the change between two or more variations. It doesn't determine cause and effect relation but it enables to predict one variance if the other is known. There are two variants of the research model, those are dependents and independent. The dependent variance is formed by the attitude of the primary school students towards social studies lesson performance task; the independent variance is formed by gender, the socio-economic level of the school, educational status of the parents and having computer. In the research the attitudes of the primary school students have been analyzed whether it changes or not.

Working Group

The group of the study is formed by 4th grade students of the schools belonging different social economic classes (low, middle and high) in Nigde. Accessible factor has been effective in choosing these schools those are in the center of Nigde. The personal information of the students is in Table 1. As it can be seen in Table 1, 228 students attended to the research.

Data Gathering Tool

"Social Studies Lesson Performance Task Attitude Scale" has been used in order to identify the attitudes of the students towards social studies lesson performance task. The scale has been developed by Berk (2012) and it is in likert type intended scaling the affective characteristics. Exploratory factor analysis has been applied in order to present the structure validity of the scale. Validity parameter of the scale has been found as .93 (Cronbach Alfa) as a result of the analysis. The scale consists of 36 clauses and 4 factors. The first factor is called "the factor intended to the effect of performance task to skill acquisition", consists of 13 clauses and forms 15.03 % of the variance. "The factor about the effect to knowledge acquisition" consists of 9 clauses and forms 12.42% of the total variance; "willingness of doing performance task factor" consists of 6 clauses and forms 9.5 of the total variance; "school, family

and environmental condition factor” consists of 8 clauses and explains 8.94% of the total variance. Total variance that those 4 factors explain is 45% (Berk, 2012).

Table 1. Personal Information about the Working Group

| Personal Information | | N | % |
|----------------------------------|-------------------------|-----|------|
| Gender | Girl | 118 | 51.8 |
| | Boy | 110 | 48.2 |
| | Total | 228 | 100 |
| Socio-economic Status | Low | 64 | 28.1 |
| | Middle | 67 | 29.4 |
| | High | 97 | 42.5 |
| | Total | 228 | 100 |
| Educational Status of the Mother | Illiterate | 14 | 6.1 |
| | Primary School | 77 | 33.8 |
| | Middle School | 56 | 24.6 |
| | High School | 51 | 22.4 |
| | University | 30 | 13.2 |
| | Post Graduate-Doctorate | - | - |
| | Total | 228 | 100 |
| Educational Status of the Father | Illiterate | - | - |
| | Primary School | 61 | 26.8 |
| | Middle School | 53 | 23.2 |
| | High School | 68 | 29.8 |
| | University | 46 | 20.2 |
| | Post Graduate-Doctorate | - | - |
| | Total | 228 | 100 |
| Having Computer | Yes | 104 | 45.6 |
| | No | 124 | 54.4 |
| | Total | 228 | 100 |

Analysis of the Data

The data obtained by the scale has been analyzed with SPSS 16.0 (Statistical Program for Social Sciences) package program. The data has been analyzed with independent t-test (independent sample t test) and one way variance analysis (one way ANOVA) in accordance with sub problems.

3. Findings

First Sub Problem:

Do the attitudes of the primary school students differ according to the socio-economic level of their school?

According to Table 2, when average attitude points of scale dimension scaling the attitudes of the primary school students according to their school’s socio-economic level and general are compared; there is a significant difference according to $F(2-225)=7.51, p<.05$ in the points of students belonging “about the effect of performance task to skill acquisition” dimension. This significant difference is caused because the attitudes of “low” socio-economic school students are smaller ($X=4.28$) than “mid” socio-economic school students ($X=4.55$) and “high” socio-economic school students ($X=4.61$).

There is a significant difference in the attitudes of the students towards performance task in social studies lesson according to socio-economic level of their school ($F(2-225)=6.14, p<.05$). This significant difference is caused because the attitudes of “low” socio-economic school students are smaller ($X=4.44$)

than “high” socio-economic school students ($X=4.71$). There is not any difference between the “mid” socio-economic school students ($X=4.66$) and the other ones.

Table 2. One-Way Anova results of the attitudes of the primary school students according to the socio-economic level of their school

| Factors | Source of Variance | Sum of Square | Sd | Mean Squares | F | p | Meaningful Difference (Post Hoc) Tukey |
|---|--------------------|---------------|-----|--------------|-------|-------|--|
| Effects to knowledge acquisition | Between groups | 4.50 | 2 | 2.25 | 7.51 | .001* | 1<2, 1<3 |
| | Within groups | 67.44 | 225 | .30 | | | |
| | Total | 71.95 | 227 | | | | |
| Effects to knowledge acquisition | Between groups | 3.07 | 2 | 1.53 | 6.14 | .003* | 1<3 |
| | Within groups | 56.18 | 225 | .25 | | | |
| | Total | 59.25 | 227 | | | | |
| Willingness to make performance task | Between groups | 12.28 | 2 | 6.14 | 16.04 | .000* | 1<2, 1<3 |
| | Within groups | 86.11 | 225 | .38 | | | |
| | Total | 98.39 | 227 | | | | |
| School, family and environmental conditions | Between groups | 14.52 | 2 | 7.26 | 8.37 | .000* | 1<2, 1<3 |
| | Within groups | 195.20 | 225 | .87 | | | |
| | Total | 209.72 | 227 | | | | |
| General | Between groups | 6.13 | 2 | 3.06 | 11.28 | .000* | 1<2, 1<3 |
| | Within groups | 61.09 | 225 | .27 | | | |
| | Total | 67.22 | 227 | | | | |

* $p<.05$ Categories: “Low=1; Mid=2 and High=3”

There is a significant difference in the willingness of doing performance task in social studies lesson according to socio-economic level of their school ($F_{(2,225)}=16.04$ $p<.05$). This significant difference is caused because the attitudes of “low” socio-economic school students are smaller ($X=4.21$) than “mid” socio-economic school students ($X=4.63$) and “high” socio-economic school students ($X=4.76$).

There is a significant difference in the dimension of school, family and environmental causes according to socio-economic level of their school ($F_{(2,225)}=16.04$ $p<.05$). This significant difference is caused because the attitudes of “low” socio-economic school students are smaller ($X=3.77$) than “mid” socio-economic school students ($X=4.29$) and “high” socio-economic school students ($X=4.35$).

When the difference between the average points of the general of the scale that scales the attitudes of the students according to the socio-economic level of their schools has been compared; there is a significant difference in the general attitude points of the students according to $F_{(2,225)}=11.28$ $p<.05$. This significant difference is caused because the attitudes of “low” socio-economic school students are smaller ($X=4.22$) than “mid” socio-economic school students ($X=4.54$) and “high” socio-economic school students ($X=4.61$).

Second Sub Problem:

Do the attitudes of the primary school students differ according to their gender?

Table 3. Independent samples t-test results about the distinctness of the students' attitudes according to gender

| Factors | Gender | N | Mean | S | t | sd | p |
|---|--------|-----|------|-----|------|-----|------|
| Effects to knowledge acquisition | Boy | 118 | 4.56 | .51 | 1.86 | 226 | .064 |
| | Girl | 110 | 4.43 | .61 | | | |
| Effects to knowledge acquisition | Boy | 118 | 4.66 | .50 | 1.32 | 226 | .188 |
| | Girl | 110 | 4.57 | .52 | | | |
| Willingness to make performance task | Boy | 118 | 4.63 | .63 | 1.50 | 226 | .135 |
| | Girl | 110 | 4.50 | .69 | | | |
| School, family and environmental conditions | Boy | 118 | 4.27 | .96 | 1.47 | 226 | .141 |
| | Girl | 110 | 4.08 | .92 | | | |
| General | Boy | 118 | 4.54 | .51 | 1.81 | 226 | .072 |
| | Girl | 110 | 4.42 | .56 | | | |

*p<.05

As it can be seen in the statistical information in Table 3, there is not ant significant difference in their attitudes towards the effects of performance task to skill acquisition ($t_{(226)}=1.86$ $p>0.05$), in their attitudes towards the effects of performance task to knowledge acquisition ($t_{(226)}=1.32$ $p>0.05$), in their attitudes according to willingness of doing performance task ($t_{(226)}=1.50$ $p>0.05$), in their attitudes according to school, family and environmental causes ($t_{(226)}=1.47$ $p>0.05$), in their general attitudes towards social studies lesson performance task ($t_{(226)}=1.81$ $p>0.05$) and in their attitudes according to gender. According to the findings the genders of the primary school students don't have role in their attitudes towards performance task in social studies lesson.

Third Sub Problem:

Do the attitudes of the primary school students differ according to their mother's educational status?

As a result of the F test, it can be seen that there is difference in the attitudes of the students towards social studies lesson performance tasks according to the educational status of the students' mothers ($F_{(4-223)}=3.47$ $p<.05$). When the source of the difference is looked for, there is a significant difference between the ones graduated from primary school, secondary school, high school and university. As it can be understood from the average of the attitudes of the students about the effects to the skill acquisition, the average of the students' whose mothers are illiterate attitudes is 3.98, whose mothers are graduated from primary school is 4.51, whose mothers are graduated from secondary school 4.50, whose mothers are graduated from high school is 4.59 and whose mothers are graduated from university is 4.53.

Table4. One-way Anova results about the distinctness of the students according to their mother's educational status

| Factors | Source of Variance | Sum of Square | Sd | Mean Squares | F | p | Meaningful Difference (Post Hoc) Tukey |
|---|--------------------|---------------|-----|--------------|------|-------|--|
| Effects to knowledge acquisition | Between groups | 4.21 | 4 | 1.05 | 3.47 | .009* | 1<2,1<3,1<4, 1<5 |
| | Within groups | 67.73 | 223 | .30 | | | |
| | Total | 71.95 | 227 | | | | |
| Effects to knowledge acquisition | Between groups | 2.84 | 4 | .71 | 2.80 | .027* | 1<2,1<3,1<4, 1<5 |
| | Within groups | 56.41 | 223 | .25 | | | |
| | Total | 59.25 | 227 | | | | |
| Willingness to make performance task | Between groups | 4.67 | 4 | 1.17 | 2.78 | .028* | 1<2,1<3,1<4, 1<5 |
| | Within groups | 93.72 | 223 | .42 | | | |
| | Total | 98.40 | 227 | | | | |
| School, family and environmental conditions | Between groups | 11.58 | 4 | 2.90 | 3.26 | .013* | 1<2,1<3,1<4, 1<5 |
| | Within groups | 198.14 | 223 | .89 | | | |
| | Total | 209.72 | 227 | | | | |
| General | Between groups | 4.61 | 4 | 1.15 | 4.11 | .003* | 1<2,1<3,1<4, 1<5 |
| | Within groups | 62.60 | 223 | .28 | | | |
| | Total | 67.22 | 227 | | | | |

* $p < .05$ Categories; "Illiterate=1; Primary School=2; Secondary School=3; High School=4; University=5; Post Graduate/Doctorate=6"

There is difference in the attitudes of the students towards social studies lesson performance tasks according to the educational status of the students' mothers about knowledge acquisition ($F_{(4-223)}=2.80$ $p < .05$). When the source of the difference is looked for, there is a significant difference between the ones graduated from primary school, secondary school, high school and university. As it can be understood from the average of the attitudes of the students about the effects to the knowledge acquisition, the average of the students' whose mothers are illiterate attitudes is 4.21, whose mothers are graduated from primary school is 4.61, whose mothers are graduated from secondary school 4.61, whose mothers are graduated from high school is 4.71 and whose mothers are graduated from university is 4.68.

There is difference in the attitudes of the students towards social studies lesson performance tasks according to the educational status of the students' mothers about willingness of doing performance task ($F_{(4-223)}=2.78$ $p < .05$). When the source of the difference is looked for, there is a significant difference between the ones graduated from primary school, secondary school, high school and university. As it can be understood from the average of the attitudes of the students about the effects to the knowledge acquisition, the average of the students' whose mothers are illiterate attitudes is 4.18, whose mothers are graduated from primary school is 4.50, whose mothers are graduated from secondary school 4.53, whose mothers are graduated from high school is 4.73 and whose mothers are graduated from university is 4.73.

There is difference in the attitudes of the students towards social studies lesson performance tasks according to the educational status of the students' mothers about school, family and environmental causes ($F_{(4-223)}=3.26$ $p < .05$). When the source of the difference is looked for, there is a significant difference between the ones graduated from primary school, secondary school, high school and university. As it can be understood from the average of the attitudes of the students about the effects to the knowledge acquisition, the average of the students' whose mothers are illiterate attitudes is 3.58,

whose mothers are graduated from primary school is 4.10, whose mothers are graduated from secondary school 4.04, whose mothers are graduated from high school is 4.45 and whose mothers are graduated from university is 4.37.

There is difference in the general attitudes of the students towards social studies lesson performance tasks according to the educational status of the students' mothers ($F_{(4-223)}=4.11$ $p<.05$). When the source of the difference is looked for, there is a significant distinctness between the ones graduated from primary school, secondary school, high school and university. As it can be understood from the average of the attitudes of the students about the effects to the knowledge acquisition, the average of the students' whose mothers are illiterate attitudes is 3.99, whose mothers are graduated from primary school is 4.47, whose mothers are graduated from secondary school 4.43, whose mothers are graduated from high school is 4.60 and whose mothers are graduated from university is 4.59.

Forth Sub Problem:

Do the attitudes of the primary school students differ according to their father's educational status?

Table 5. One-way Anova results about the distinctness of the students according to their father's educational status

| Factors | Source of Variance | Sum of Square | sd | Mean Squares | F | p |
|---|--------------------|---------------|-----|--------------|------|------|
| Effects to knowledge acquisition | Between groups | .58 | 3 | .20 | .61 | .607 |
| | Within groups | 71.36 | 224 | .32 | | |
| | Total | 71.95 | 227 | | | |
| Effects to knowledge acquisition | Between groups | .36 | 3 | .12 | .46 | .709 |
| | Within groups | 58.89 | 224 | .26 | | |
| | Total | 59.25 | 227 | | | |
| Willingness to make performance task | Between groups | 1.54 | 3 | .51 | 1.19 | .315 |
| | Within groups | 96.85 | 224 | .43 | | |
| | Total | 98.39 | 227 | | | |
| School, family and environmental conditions | Between groups | 4.12 | 3 | 1.37 | 1.50 | .216 |
| | Within groups | 205.60 | 224 | .92 | | |
| | Total | 209.72 | 227 | | | |
| General | Between groups | .77 | 3 | .26 | .86 | .463 |
| | Within groups | 66.45 | 224 | .30 | | |
| | Total | 67.22 | 227 | | | |

* $p<.05$ Categories; "Illiterate=1; Primary School=2; Secondary School=3; High School=4; University=5; Post Graduate/Doctorate=6"

As it can be seen at Table 5, there is not a significant difference between the effects of social studies lesson performance task to skill acquisition ($F_{(3-224)}=0.61$ $p>.05$), to knowledge acquisition ($F_{(3-224)}=0.46$ $p>.05$), to the willingness of doing performance task ($F_{(3-227)}=1.19$ $p>.05$), to school, family and environmental causes ($F_{(3-224)}=1.50$ $p>.05$) and their general attitudes ($F_{(3-224)}=0.86$ $p>.05$) statistically.

Fifth Sub Problem:

Do the attitudes of the primary school students differ according to their having computer?

Table 6. Independent samples t-test results about the attitudes of the primary school students according to their having computer

| Factors | Their Having Computer | N | Mean | S | t | sd | p | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------------------|-----|------|------|------|-----|-------|---|-----|-----|------|-----|------|-----|-------|----|-----|------|------|---|-----|-----|------|-----|------|-----|-------|----|-----|------|------|---|-----|-----|------|-----|------|-----|-------|----|-----|------|------|---------|-----|-----|------|-----|------|-----|-------|
| Effects to knowledge acquisition | Yes | 104 | 4.58 | .52 | 1.90 | 226 | .057 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | No | 124 | 4.43 | .59 | | | | Effects to knowledge acquisition | Yes | 104 | 4.69 | .44 | 1.89 | 226 | .060 | No | 124 | 4.56 | .56 | Willingness to make performance task | Yes | 104 | 4.70 | .58 | 2.82 | 226 | .005* | No | 124 | 4.46 | .70 | School, family and environmental conditions | Yes | 104 | 4.38 | .81 | 2.86 | 226 | .005* | No | 124 | 4.02 | 1.02 | General | Yes | 104 | 4.58 | .48 | 2.56 | 226 | .011* |
| Effects to knowledge acquisition | Yes | 104 | 4.69 | .44 | 1.89 | 226 | .060 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | No | 124 | 4.56 | .56 | | | | Willingness to make performance task | Yes | 104 | 4.70 | .58 | 2.82 | 226 | .005* | No | 124 | 4.46 | .70 | School, family and environmental conditions | Yes | 104 | 4.38 | .81 | 2.86 | 226 | .005* | No | 124 | 4.02 | 1.02 | General | Yes | 104 | 4.58 | .48 | 2.56 | 226 | .011* | No | 124 | 4.40 | .57 | | | | | | | | |
| Willingness to make performance task | Yes | 104 | 4.70 | .58 | 2.82 | 226 | .005* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | No | 124 | 4.46 | .70 | | | | School, family and environmental conditions | Yes | 104 | 4.38 | .81 | 2.86 | 226 | .005* | No | 124 | 4.02 | 1.02 | General | Yes | 104 | 4.58 | .48 | 2.56 | 226 | .011* | No | 124 | 4.40 | .57 | | | | | | | | | | | | | | | | | | | | |
| School, family and environmental conditions | Yes | 104 | 4.38 | .81 | 2.86 | 226 | .005* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | No | 124 | 4.02 | 1.02 | | | | General | Yes | 104 | 4.58 | .48 | 2.56 | 226 | .011* | No | 124 | 4.40 | .57 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| General | Yes | 104 | 4.58 | .48 | 2.56 | 226 | .011* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | No | 124 | 4.40 | .57 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

*p<.05

As it can be seen in the statistical information in Table 6, there is a significant difference in the students' attitudes about the willingness of doing social task ($t_{(226)}=2.82$ $p<.05$), about school, family and environmental causes ($t_{(226)}=2.86$ $p<.05$) and about having computer ($t_{(226)}=2.56$ $p<.05$). Besides, there is not any significant difference in their attitudes about skill acquisition ($t_{(226)}=1.90$ $p>.05$) and knowledge acquisition ($t_{(226)}=1.89$ $p>.05$).

4. Discussion, Conclusion and Suggestions

It can be seen that there is a significant difference in the students' attitudes towards performance task in social studies lesson according to their school's socio-economic level. It is determined that the significant difference is in favor of the students of mid and high socio-economic schools. It is seen that the attitude of low socio-economic school students is lower than mid and high socio-economic school students. According to the research findings of Gomleksiz, Sinan and Demir (2010), there is a differentiation about students' preparing project and performance task related socio-economic opinion of the students in terms of socio-economic level variance in regard to assignment process in project and performance task. They state that the students of high socio-economic schools are more positive. According to a research done by Sahiner and Arslan (2011), the students of urban schools are more positive than the students of rural schools because of the difficulties in preparing the task. According to Sahiner and Arslan (2011) rural students meet with difficulties more frequently than urban students in reaching the sources. Also, Secer (2010) determined that the opinion of the students about "my family help me in my tasks" clause according to the location of the school. A significant relation between the location of the school and the opinion has been determined. In aforementioned research, Secer (2010) explains that the families of the students in rural locations help them with their performance task and the ones in urban locations don't help the students in their performance tasks.

In the research, it has been found that the gender of the students doesn't affect their attitudes towards social studies performance task significantly. Similarly, according to research findings of Gomleksiz, Sinan and Demir (2010) there is not any differentiation about project and performance task in terms of their gender.

According to the data obtained from the research, the attitudes of the students towards social studies lesson performance task according to their mother's educational status. The significant difference is between the ones whose mothers are illiterate, graduated from primary school, secondary school, high school and university through the general of the research in all dimensions. The attitudes of the students whose mothers are illiterate are low. On the other hand, in a research of Seker (2009) the relation between the success of the 5th grade students and their family's attendance level tried to be presented and any significant difference is found in home based attendance and the gender of the parents, school and family collaboration based attendance, school based attendance sub scale and family attendance scale as a result of independent groups t-test (Seker, 2009).

The researches show that both sub dimensions and general attitudes of the students don't differ according to the educational status of their fathers. As a result of a research done by Kumandas and Kutlu (2010) attitude points of the students about performance task is predicted by the variance of their fathers' being graduated from primary school or not. It can be seen that there is a differentiation according to mother's educational status but there is not a differentiation according to father's educational status.

As a result of this research a significant difference has been found in their attitudes towards performance task in social studies lesson in terms of school, family and environmental causes, in their general attitudes and in terms of their having computer. Similar results have been found as a result of a research done by Secer (2010). A research of Akdag (2009) presented that students use computer and internet commonly to prepare performance task. According to the research of Akdag (2009), 6th grade students use internet, library, source book and other sources; 7th grade students use internet, source book, library and other sources while preparing performance task. That's why the students' attitudes about "willingness to do performance task" and "school, family and environmental causes" sub dimensions may be arose from their necessity of use computer and internet preparing the performance task. Besides, in this research any difference has been determined in terms of the effects to skill acquisition and knowledge acquisition.

Different from above mentioned variances, the attitude points of the students are determined in terms of having gym in the school, evaluating the performance task mostly together with the teacher, teacher's determining the subject of the performance task, student's using other sources apart from school books, student's using computer, student's determining the subject of the task, student's father's being graduated from primary school, the gender of the teacher and the number of the books the student has at home according to the results of the research done by Kumandas and Kutlu (2010).

Following suggestions can be made according to the findings and results of the research:

- Deep researches may present the causes of the differentiations of the attitudes of the students towards social studies lesson performance task in terms of socio-economic level of their school, educational status of the mother and their having computer.
- Socio-economic level of the school and its facilities should be taken into consideration in giving social studies performance tasks to the students.
- The parents being illiterate or not should be taken into consideration in the application of the performance task.

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