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The Effect of Active Learning Methods on Middle School Students' Entrepreneurship Skills in Social Studies Course

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This research aimed to determine the effect of active learning methods on middle school students' entrepreneurship skills in social studies lessons. A mixed method experimental design was adopted in the research. The research study group consisted of 59 middle school students, 29 of whom were in the experimental group and 30 in the control group. A multilevel mixed-method sampling strategy was used to determine the study group. In the research, Entrepreneurship Scale for Middle School Students, semi-structured interviews, anecdotal records, and a checklist were used as data collection tools. In order to determine the effectiveness of active learning methods, one-way covariance analysis, in which the pre-test scores were determined as the covariate, was employed between the post-test scores of the experimental and control groups. The inductive analysis approach was adopted in the analysis of qualitative data. It was found that the active learning methods had a significant and positive effect on the experimental group. The students stated that the active learning methods applied in the social studies lessons contributed to developing their entrepreneurial skills, establishing a competitive environment among the students and the group work opportunity. Furthermore, the students found active learning methods fun and instructive, increasing participation and motivation for the lesson.

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Introduction

Social studies courses constitute important experiences in through which people learn to adapt to society, gain fundamental social knowledge and skills, and improve themselves. Since the social studies lesson includes and addresses all the events that concern society, everything related to society forms the basis of social studies. The main purpose of the social studies lesson is to give the individual the opportunity to learn about herself/himself, acquaint with her/his immediate environment, and acquire social life skills. Considering these crucial goals of the social studies lesson for the individual and the society, it can be argued that individual-oriented teaching-learning processes should be organized to achieve these goals. To establish an effective learning environment, an environment should be arranged in a way that students actively participate in the lesson and act like researchers (Lumkin, Achen & Dodd 2015, Campbell, 1978). In teaching-learning processes, children are expected to make sense of stimuli and construct knowledge about a phenomenon or event through their own experiences (Douglas, 2011, Jaleel & Verghis, 2015).

For this reason, the activities carried out by the student in a process where the teacher is guiding are of great importance in achieving the goals. Accordingly, teachers are expected to organize environments that allow students to live and gain experience within the scope of social studies lessons. Utilizing these experiences, it will be possible to make significant contributions to students to become self-confident, productive, entrepreneurial, and creative individuals who can make their own decisions.

Active Learning

The methods, techniques, and activities allowing the realization of effective teaching that encourages the student to experience life in the classroom are called active learning (Silberman, 2016). Active learning is a learning process in which the learner is responsible for the learning process, is allowed to make decisions and use self-regulation in the learning process, and the learner is challenged to use their mental abilities during learning (Açıkgöz Ün, 2014). While Bonwell and Eison (1991) defined active learning as students' reflection on their learning due to activities, Handelsman, Miller, and Pfund (2007) argued that active learning means students' commitment to their learning. Carr, Palmer, and Hagel (2015) defined active learning as the process of actively constructing knowledge by students, while Freeman et al. (2014) suggested that active learning occurs when students are engaged in the learning process in the classroom.

Once the definitions of active learning in the related literature are examined, we can affirm that a variety of characteristics such as individual responsibility, thinking, decision-making, cooperation, cognitive awareness, and respectability develop in students thanks to active learning. Active learning comprises methods, techniques, and activities in which the individual actively participates in the learning process and takes responsibility for learning (Auster & Wylie, 2006; Beapler & Walker, 2014; Cortner et al., 2013; Dufrense et al., 1996). Active learning is based on improving students' skills rather than transferring information routinely (Brame, 2016). It is known that several knowledge, skills, attitudes, values, and abilities develop in individuals with active learning (Philipson et al., 2018; Rotgans & Schmidt, 2009; Rotgans & Schmidt, 2010; Schweitzer & Brown, 2007). With the active learning method, in addition to problem-solving and entrepreneurial skills, an individual acquires the ability to plan her/his life (Aydede & Kesercioğlu, 2012).

Entrepreneurship and Active Learning

Entrepreneurship skill, one of the skills desired to be acquired by individuals, emerges as a process that requires a person's active participation in the educational process. Therefore, it is considered that the activity taking place within the framework of active learning creates a dynamic and free environment, which is necessary to reveal entrepreneurial skills.

Once several definitions of entrepreneurship are examined, it can be asserted that the common ground of these concepts is risk-taking, creativity, and the ability to transform opportunities. The key factors affecting entrepreneurship in a country can be listed as the cultural characteristics of the society, family structure, religion, and educational institutions (Güney, 2015). Within this context, the events organized by educational institutions are among the key factors affecting entrepreneurship. There is a perspective claiming that entrepreneurship skills in individuals can become habits and behavior patterns with education at a young age (Graevenitz et al., 2010; Jones & English, 2004; Leon, 2017; Matlay, 2008; Oosterbeg et al., 2010; Salamon, 2008). In today's societies, the concepts of entrepreneurship and initiative are among the skills frequently encountered in the curricula of some lessons and desired to be acquired by individuals. Entrepreneurship implies the creation of new ideas and the concepts of change and continuity. Entrepreneurship skill involves the process of activating the ideas of an individual (Matlay, 2006).

When examining the characteristics of entrepreneurial individuals, it is apprehended that the individual must have dynamics that require action and attention during the process (Leon, 2017; Matlay, 2008). The social studies curriculum has a meaning that allows a person to be active and prepare for an entrepreneurial life (Bayram & Deveci, 2022; Eroğlu & Deveci, 2021). With the help of the entrepreneurial skills acquired in the social studies lesson, the individual is encouraged to learn the basic concepts of economics and the importance of the national economy and actively participate in this process (MoNE, 2018). The social studies lesson supports the individual's personal development and social cohesion but also considers the socio-economic order and the important skills that a person should acquire. Considering all these features, it is contemplated that it is possible to acquire entrepreneurial skills in social studies lessons with active learning methods.

Once the relevant literature is reviewed, it is observed that there are studies addressing social studies and entrepreneurship skills. These studies demonstrate that entrepreneurship skills can be acquired in the social studies lesson and one of the most appropriate lessons for teaching this skill is the social studies lesson (Bayram & Deveci, 2022; Eroğlu & Deveci, 2021; Deveci, 2015; Akman, 2018; Çetin et al., 2017; Gönülcü, 2019; Gömleksiz & Kan, 2009; Tarhan & Kılıç, 2017; Ogunyemi, 2018; Tarhan, 2018; Eroğlu, 2019; Oundiran, 2019; Gönülcü, 2019; Ogunyemi, 2008; Clifford, 2014). When the studies on active learning in the social studies lesson are examined, it is observed that upper-level skills and attitudes such as map reading, problem-solving, democratic attitude, and historical thinking can be acquired. Using active learning techniques in social studies lessons provides important contributions to students. (Bass, 2018; Çelikean, 2010; Gülsoy, 2010; Şahiner, 2008; Şen, 2008).

The **literature states** that there is a limited number **of** entrepreneurship **development using** active learning methods in middle school social studies **lessons**. In this **regard, it is hoped that the study will make a contribution** to the literature. We also believe that the research will **lead researchers to the fact that it is possible to expand** the use of **student-centered** alternative **educational** activities in **teaching** social studies and thus **develop** skills **that**

increase the quality of **life, such as entrepreneurship.**

The research study

This research aims to determine the effect of active learning methods applied in social studies lessons on students' entrepreneurship skills and to determine the views of students and teachers on this subject. This research seeks answers to the following questions:

- Do active the learning methods in social studies affect students' entrepreneurship skills?
- How are the students' opinions about the active learning methods applied in the social studies lessons to acquire entrepreneurship skills?
- How are the views of the social studies teacher about the active learning methods applied in social studies lessons to help students acquire entrepreneurship skills?

Method

Research design

This research, which investigates the effect of active learning methods on the entrepreneurship skills of students in social studies lessons, was designed according to a mixed-method experimental design, which is one of the mixed-method research designs. Within the scope of the mixed-method experimental design, the experimental process formed the basis of the research, and qualitative data were collected and analyzed to understand and enrich the experimental process results (Creswell & Plano Clark, 2018). In order to enrich and detail the results of the experimental process, the mixed-method experimental design was employed in the research.

Study group

A multilevel mixed-method sampling strategy was used for the research study group. In this direction, middle schools located in the city center where the research was carried out were selected. Of these schools, at least two 6th-grade classes taught by the same social studies teacher were determined. In this regard, social studies teachers were interviewed, and it was decided to conduct the research in the classroom of the social studies teacher who voluntarily agreed to participate. For ethical purposes, did you give pseudonyms to these individuals? If yes, please state. The "Entrepreneurship Scale for Middle School Students" developed by Eroğlu, Deveci, and Bayır (2020) was applied to the students in the lessons of the teacher, and according to the obtained scores, two classes with the closest scores to each other were determined as the experimental and control groups. The views of the social studies teacher were used in determining the experimental group. Information about the study group of the research is shown in Table 1.

Table 1. Information on the study group of the research

Demographic Information		Experimental Group		Control Group		
		f	%	f	%	
Gender	Man	14	48,28	12	40	
	Woman	15	51,72	18	60	
	Total	29	100	30	100	
Number of siblings	One sibling	5	17,24	5	16,66	
	Two siblings	12	41,38	16	53,33	
	Three siblings	11	37,93	5	16,66	
	Four siblings	0	0	3	10	
	Five siblings	0	0	1	3,33	
	Seven siblings	1	3,45	0	0	
	Total	29	100	30	100	
	Mother's Educational Status	Illiterate	0	0	1	3,33
		Literate	1	3,45	1	3,33
Primary school		6	20,69	7	23,33	
Middle school		3	10,34	5	16,66	
High school		16	55,18	9	30	
University		3	10,34	6	20	
Postgraduate		0	0	1	3,33	
Total	29	100	30	100		
Father's Educational Status	Illiterate	0	0	0	0	
	Literate	1	3,45	1	3,33	
	Primary school	3	10,34	6	20	
	Middle school	4	13,80	4	13,33	
	High school	12	41,38	11	36,66	
	University	9	31,03	8	26,66	
	Total	29	100	30	100	

Data collection tools

In the research, "Entrepreneurship Scale for Middle School Students," semi-structured interview forms, anecdotal records, and a checklist were used as data collection tools.

Entrepreneurship scale tailored for middle school students

The "Entrepreneurship Scale for Middle School Students" developed by Eroğlu et al. (2020) was used to determine the entrepreneurial characteristics of the students in the research. The 31-item 4-point Likert-type scale has the options of "Totally agree," "Agree," "Disagree," and "Strongly disagree." The scale includes "Mindfulness," "Risk Taking," and "Opportunity Evaluation" sub-dimensions. The Cronbach's Alpha Internal Consistency Coefficient of the scale was calculated as .90. In this study, the entrepreneurship Scale for



Middle School Students was applied to the experimental and control groups before (pre-test) and after (post-test) the experimental process. The Cronbach's Alpha Internal Consistency Coefficients of the scale were calculated as .88 and as .87 for the pre-test and post-test scores, respectively.

Semi-structured interview

For the research, semi-structured interview forms were used to enrich and elaborate the experimental procedure results. A student and teacher interview form was prepared for the interviews. The questions in the semi-structured interview form were prepared by the researchers in line with the purpose and pattern of the research. In order to ensure the validity of the student interview form, a pilot interview was conducted with a student in the experimental group. During the pilot interview, it was observed that some questions had similar meanings. After the pilot interview, the interview questions were reviewed, necessary corrections were made and the student interview form was formalized. On the other hand, the teachers' interview form was presented according to expert opinion, and the form was finalized after this stage. At the end of the application process for active learning methods in the social studies lesson, student and teacher interviews were carried out to get their opinions on the process. These semi-structured interviews were conducted with eight students from the experimental group and the social studies teacher who voluntarily agreed to participate in the study.

Anecdotal record

During the experimental process in the research, the students in the experimental group were asked to write anecdotes about each activity. For this purpose, a directive on the anecdote writing format was prepared before the experimental procedure and presented to the students together with the anecdote files.

Checklist

A checklist was used to determine whether active teaching methods would be included in the control group. The researchers developed the checklist. The checklist includes indicators for the implementation of active teaching methods and options for the implementation of metrics.

Ethics and credibility

First of all, necessary permissions were obtained from the Social and Human Sciences Scientific Research and Publication Ethics Committee of a state university and from the Provincial Directorate of National Education, where the research was carried out. Afterward, the school administration was informed, permissions were submitted, and approvals were obtained. Permission to participate in the research was obtained from the parents, students, and social studies teachers of the students in the experimental and control groups using the informed consent form.

The strategies of diversifying data and data collection tools, long-term communication, and expert opinion were used to ensure the reliability of the research. The study used multiple data collection instruments, such as scales, interview forms, anecdotes, and checklists. In addition, the purpose of long-term communication in the research environment was to ensure the reliability of the research. Moreover, expert opinions were consulted both in the data collection process and in data analysis.

Data analysis

To determine the most appropriate procedure for quantitative data analysis, first of all, the data's normality distributions and the variances' homogeneity were examined. Kurtosis and skewness values of the scores were examined to check whether the data showed a normal distribution, and the Levene Test was applied for the homogeneity of the variances. The quantitative data of the research were analyzed with the JAMOVI program. The kurtosis and skewness values of the pre-test and post-test scores of the experimental and control groups and the Levene Test results of the post-test scores are shown in Table 2.

Table 2. Kurtosis and skewness values of the pre-test and post-test scores of the experimental and control groups and Levene test results

Measurements	Groups	N	\bar{X}	ss	Kurtosis	Skewness	Levene Test			
							F	sd1	sd2	p
Pre-test	Experiment	29	93,4	12	0,752	0,807				
	Control	30	92,6	11,2	0,234	0,389				
Post-test	Experiment	29	97,6	10	0,157	0,836	,674	1	57	,415
	Control	30	92,1	12,6	0,519	0,197				

Once Table 2 is examined, it is observed that the kurtosis and skewness values of the pre-test and post-test scores of the experimental and control groups are between -1 and +1. According to this result, it was determined that the pre-test and post-test scores of the experimental and control groups from the scale showed normal distribution (Büyüköztürk, Çokluk and Köklü, 2014). When the Levene Test result is examined, it is seen that the result is not significant. This demonstrates that the variances are homogeneous.

After it was determined that the data were normally distributed and the variances were homogeneous, whether the regression curves within the groups were equal was checked. For this, the interaction between the class and pre-test scores was examined. Information on the interaction between class and pre-test scores is shown in Table 3.

Table 3. Interaction between grade and pre-test scores

Source of variance	Sum of Squares	sd	Quadratic Mean	F	p
Corrected Model	4374.004	3	1458.001	23.132	.000**
Intercept	713.172	1	713.172	11.315	.001**
Grade	155.611	1	155.611	2.469	.122
Pre-test scores	3878.799	1	3878.799	61.539	.000**
Grade x pre-test scores	105.254	1	105.254	1.670	.202
Error	3466.674	55	63.030		
Total	537659	59			
Modified Total	7840.678	58			

Note. ** $p < .01$

When Table 3 is examined, it is seen that the interaction between class and pre-test scores is not significant. This result shows that the regression slopes within the groups are equal. Considering all these results, it was decided to apply a t-test for independent samples for the

pre-test scores of the experimental and control groups and a one-way analysis of covariance (ANCOVA) for the post-test scores. A partial eta squared (η^2p) value was also calculated for the influence quantity in the study.

In the study, an inductive analysis approach was adopted in the analysis of qualitative data obtained from semi-structured interviews and anecdotal records. In this direction, as a result of the data analysis, firstly, the codes, then the themes from the codes, and finally, the findings from the themes were reached.

Experimental procedure

Before the experimental procedure, the researchers prepared the lesson plans for active learning methods. The social studies teacher in the experimental group applied the prepared lesson plans. On the other hand, the social studies teacher continued to teach the social studies lesson in the control group in line with her/his plans. One of researchers observed the control group via checklist to see whether active teaching methods were used in the control group.

The experimental procedure was carried out during the 'Active Citizenship' learning theme of the 6th Grade Social Studies Curriculum. Lesson plans were implemented between 18.04.2022 and 30.05.2022. Within the scope of the experimental procedure, drama, speaking circle, educational game, contrast panel, station, six hats, cornering, case study, true or false?, and find out who I am active learning methods and techniques were used. Before each lesson, a researcher informed the social studies teacher about implementing the lesson plan. In addition, after each lesson, the researcher and social studies teacher evaluated the lesson.

Findings

In this context, the findings obtained from the research are presented under the headings of the effects of the use of active learning methods in the social studies lesson on the entrepreneurship level of the students and views on the effects of the use of active learning methods in the social studies lesson on the entrepreneurship level of the students.

The effect of using active learning methods in social studies lessons on the entrepreneurship level of student

Before the experimental process, the pre-test scores were obtained by implementing the "Entrepreneurship Scale for Middle School Students" in the experimental and control groups. The t-test was applied for independent samples between the pre-test scores of the groups. The t-test results for independent samples are shown in Table 4.

Table 4. T-test results for independent samples

Groups	\bar{X}	sd	df	t	p
Experimental	93,4	12,0	57	,27	,956
Control	92,6	11,2			

Once Table 4 was examined, it was observed that the difference between the pre-test mean scores of the experimental and control groups was .168, and this difference was not significant. This result shows that the entrepreneurship levels of the experimental and control groups before the experimental process are close to each other, and the two groups are suitable for initiating the experimental process.



To see the effect of the experimental procedure, it was tried to determine whether there was a significant difference between the experimental and control post-test scores. For this, ANCOVA was applied in which the pre-test scores of the experimental and control groups were determined as the control variable between the post-test scores. ANCOVA results are shown in Table 5.

Table 5. ANCOVA results of posttest scores of experimental and control groups

Source of Variance	Sum of Squares	df	Mean Squares	F	p	η^2p
Corrected Model	4180	2	2090	33.5	<.001	
Entrepreneurship Scores	3825	1	3825.1	60	<.001	.517
Residuals	3572	56	63.8			

Once Table 5 is examined, it is observed that the ANCOVA result, which was conducted to control the pre-test scores, was significant between the post-test scores of the experimental and control groups ($F_{1-56}=60$; $p<.01$). The post-test score of the experimental group was calculated as 96.2 and the post-test score of the control group was calculated as 92.5. According to the findings, it was concluded that the experimental procedure was significant. In addition, the ANCOVA result determined that the experimental procedure had a significant effect size ($\eta^2p=.517$). the box plot of the difference between the post-test scores of the experimental and control groups was also examined. The box plot is shown in Figure 1.

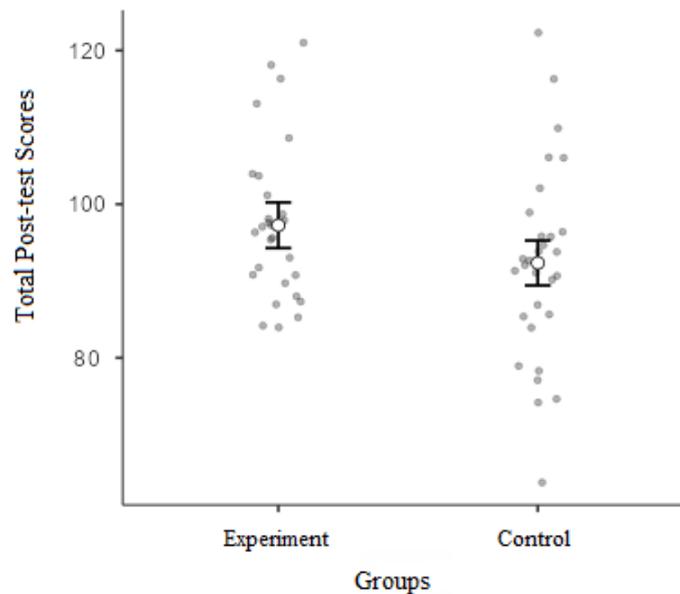


Figure 1. Box plot

When Figure 1 is examined, it is seen that similar to the results in Table 6 and Table 7, the post-test mean score of the experimental group is higher than the post-test mean score of the control group. According to all these results, it has been determined that the use of active learning methods in social studies lessons has an effect on the entrepreneurship skills of the students, and this effect is significant.

Views on the effect of using active learning methods in social studies lessons on entrepreneurship level of students

In conclusion of the analysis of the data obtained as a result of the interviews held with the students and teachers within the scope of the research, the views on the contribution of active learning methods to entrepreneurship skills in social studies lessons are presented under the themes of 'the contribution of the use of active learning methods to entrepreneurship,' 'the state of the use of active learning methods to taking the initiative,' 'the state of the use of active learning methods to acquire entrepreneurship skills' and 'reasons of active learning methods for being effective in acquiring entrepreneurship skills.'

The contribution of the use of active learning methods to entrepreneurship

The contribution of active learning methods to acquiring entrepreneurship skills in social studies lessons were evaluated by the students and the teacher, and they explained the essence of the contribution by stating the aspects of "entertainment," "ensuring permanence in learning," "increasing participation," "transferring knowledge," "adding value," and "enjoying the lesson."

The students who participated in the research stated that they entertained themselves during the implementation of active learning methods for acquiring entrepreneurship skills in the social studies lesson, and these activities were quite fun. Some of the research participants described the active learning process as amusing. Cansu stated that the activity process was entertaining: *"It's nice that the lesson is taught like this. I used to get bored in lessons. But once we took the lesson with the activity, I had fun. It was amusing."* Haluk expressed that the process was entertaining and said: *"We did not get bored, we surely got a good grasp of the class, and it was like a game. We latched onto the lesson, and we became more attentive."*

Using active learning methods to acquire entrepreneurship skills in social studies lessons enabled permanent learning for some students participating in the research. Derya stated that using active learning methods in acquiring entrepreneurship skills in social studies lessons increases permanence and retention, and she said, *"When we learn through playing games, it better sticks in our minds."* Hakan stated that the activities that took place increased the permanence and said, *"I apprehended what was explained in the lesson more easily, and it was useful for us to keep it in our minds."* Meryem said, *"It was helpful for us to corroborate the subject. It was unlike other units; I think this unit has been informative and permanent."* The teacher, Nihat, indicated that using active learning methods in the social studies lessons consolidates permanent learning and said: *"Thanks to the implementation of active learning methods, students attentively participated in the lesson. In my opinion, this has an important effect in terms of providing permanent learning, consolidation, and internalization of behaviours."*

According to middle school students, participation during the lesson increases with the use of active learning methods in acquiring entrepreneurship skills in social studies lessons. Orhan expressed himself, saying: *"In fact, I failed my social studies lesson. Yet when we did such activities, I grew fond of the lesson, I started attending the lesson, and the social studies lesson became interesting."*

One of the participating teachers of the research, Nihat, indicated that using active learning methods in the social studies lessons encouraged classroom participation and said, *"Even the student, whom we call the most mediocre academically, becomes active in this process since*

students tend to perceive it as a game."

According to the findings obtained in the research framework, the knowledge became transferable with the help of active learning methods in the acquisition of entrepreneurial skills in social studies lessons, during which knowledge was adapted to new circumstances. Hakan expressed his opinions concerning the effect of using active learning methods in social studies lessons on entrepreneurship as transferring knowledge, saying: *"When we played games about forms of government, I learned a lot. I used this information while solving questions. We both had fun and answered the questions. We made posters and learned our rights from the posters."*

The research revealed that the use of active learning activities in social studies lessons allowed students to adopt the values of respect and responsibility. Derya stated that she realized the importance of showing respect to others and being broadminded, saying: *"I tend to take the lead among a group of friends, yet I realized that it is better when everyone takes their own decisions at their sole discretion."* On the other hand, Meryem stated that she had lived an experience of being respectful while generating ideas through active learning: *"I stated an opinion, then others stated their opinions, and we all contemplated on these ideas, and together we decided that my idea was better."* Nihat, one of the teachers, also explained that the virtue of responsibility is acquired through active learning practices by saying, *"These activities encourage the development of sense responsibility."*

The social studies teacher Nihat stated that the students enjoy the social studies lesson more thanks to active learning methods. The teacher expressed himself as follows:

My students began to look forward to the social studies lesson with greater interest and enthusiasm. Their fondness and motivations for the lesson were a whole lot different. Once the lesson was over, the students immediately asked what activity we were going to do next week.

The state of using active learning methods in social studies lessons to acquire entrepreneurship skills

According to the data obtained as a result of the research, all middle school students and the teacher participating in the research think that the use of active learning methods in social studies lessons enhances entrepreneurship skills. Furthermore, the students expressed their opinion that active learning methods should be used continuously in social studies lessons to motivate their entrepreneurship skills.

Cansu said that the activities enhanced her entrepreneurial skills and stated: *"I am more attentive in the classroom without any hesitation."* On the other hand, Meryem said that her entrepreneurial skills increased thanks to active learning methods and said: *"I feel free to express myself during the lessons."*

Haluk, Derya, and Hakan stated that the activities developed their entrepreneurial characteristics and contributed to generating new ideas. Haluk expressed himself, saying, *"I improved myself and generated ideas during the hat and poster event,"* whereas Derya commented, saying, *"I can give more examples of political parties now. We came up with new ideas to cast our votes during the activity"*. Hakan expressed himself, saying, *"More ideas occurred to us during the activities we held."* Cenk said that the activities contributed to his entrepreneurial skills, saying: *"I ponder upon more when the lessons are taught like this*

because we had to be careful during the lessons. Otherwise, unexpected things might have happened if we elected the wrong candidate as the president. If we choose the right president, it will be of help to all of us."

Research participants Cansu, Meryem, and Elif stated that active learning methods should be used continuously in social studies lessons to develop and enhance entrepreneurship skills. Cansu said, *"In my opinion, lessons should be taught accompanied by such activities. We all have fun; what we learn during the lesson sticks in our minds and is transferred into practice."* Meryem commented, *"I think such activities should be implemented as a part of the curriculum for each lesson."* Elif expressed herself, saying: *"I am not fond of the rote-learning education system focused on entrance exams as we do not sense the significance of the exams. It would have been better if the lessons were taught through such activities. I have enjoyed our social*

Similarly, the students and the teacher who took part in the research believe that active learning methods should be used in social studies lessons. Nihat, the teacher, expressed his opinion as follows.

Needless to say that we should communicate this request to the Ministry of National Education. We have to head toward an unrestrictive education approach that makes all of us active, aiming at simplifying the curriculum and helping the student to acquire necessary skills in social life rather than solely knowledge.

The reasons why active learning methods are effective in acquiring entrepreneurial skills in social studies lessons

The students and the teacher who took part in the research explained the reasons why active learning methods are effective in acquiring entrepreneurship skills in the social studies lessons as "competition," "group work," and "training to become skillful."

Cansu made a remark saying, *"I am a competitive person. We asked questions as a group and tried to win,"* to explain that active learning activity in social studies lesson creates competition which makes students acquire entrepreneurship skills. Meryem stated that she acquired entrepreneurial skills through competition, saying, *"The game on the presidential elections was very entertaining. Because it was fun, and we competed with each other."* Hakan also expressed his opinion on this subject: *"I tried to convince my friends during break time. I really strived hard so they wouldn't elect another president."*

Elif and Meryem, two of the research participants, underlined the significance of group work as the underlying cause of acquiring entrepreneurial skills through active learning. Elif's stance on this subject is expressed as *"I enjoyed working with the group like all of us. We achieved it together, as we all participated in the process."* Meryem described working with the group within the scope of active learning: *"It is better that we share our ideas with our friends and prepare the tasks together."*

Derya explains the effect of working with the group on her entrepreneurial skills: *"There were things we did in a group by asking everyone's opinion. I am someone who likes to hear the ideas and realize ideas in the group."* Haluk expressed his experience when they participated in active learning activities, saying, *"I really amuse myself when people came up with ideas associated with the color differences."*

The students participating in the research stated that when active learning methods were used in the social studies lesson, they gained supplementary skills that are significant for entrepreneurship. According to the students, thinking, communication, socialization, and leadership are the skills they acquire together with active learning. These skills develop their entrepreneurial characteristics and motivate them to be entrepreneurial individuals.

According to the research findings, intellectualizing is one of the skills students consider acquiring through active learning and enhancing their entrepreneurial skills. Haluk stated that active learning activities develop thinking skills allowing them to generate more creative ideas more quickly by using their intellectual skills. Haluk expressed his opinion by saying: *"I realized that I could rapidly generate firm ideas during the hat-themed activity."* Hakan emphasized that his intellectual skills have improved: *"These activities surely affected me to think about brand new things."* Orhan clarified that he acquired new thinking skills: *"I came up with new ideas about the school garden. I have put forward ideas so that our school garden is no longer a limited space."*

Orhan, Hakan, and Elif stated that the active learning activities implemented in the social studies lesson improved communication skills, which is of crucial importance for demonstrating entrepreneurial characteristics. Regarding this process, Orhan recited his experience saying, *"I just came to school in the second semester. As I shared good ideas with my friends, my Communication with my friends improved."* Conversely, Cenk explained his thoughts with the following words: *"Communication was very lively and strong at the slogan-themed activity. We have succeeded because we get acquainted with our ideas. This dynamism occurred during the election of the presidential candidate event; we held discussions with friends when we put sticky notes on each other, and we developed strong communication skills in 3 separate events."*

Nihat, just like the students within the scope of the research, explained that thanks to the use of active learning methods, communication skills which are of crucial importance for entrepreneurship, improved, saying: *"The students began to express themselves thanks to these activities, that is, active learning methods. They succeeded in conveying their words and messages to the other party. They felt free to express their thoughts."*

Research participants Meryem, Orhan, and Elif stated that active learning activities in the social studies lesson contributed to their socialization skills, which are crucial for entrepreneurship. Meryem explained her stance with these words: *"I am indeed an extrovert person, but these lessons contributed even more."* Orhan expressed himself, saying: *"I used to talk less with my friends, now I chat with them more frequently. So I have stronger and more intimate social relationships; we engage in more social gatherings."* On the other hand, Elif explained her thoughts with the following words: *"I began to chat with the people I used to talk to less. There were only 5-6 people I used to interact with, but now there are more people. I think this is very nice."* Nihat, the teacher who participated in the research, also emphasized that the acquisition of socialization skills is one reason why active learning methods offer opportunities for students to acquire entrepreneurship skills. He underlined his perspective on the subject as follows: *"We have observed the social skills aspect of children thanks to these active learning methods. These were the methods used that made this revelation possible."*

Leadership is one of the skills that entrepreneurial individuals should be endowed with and demonstrate, and according to research findings, it is a skill that students acquire through

active learning activities in social studies lessons. Research participants Cansu and Elif stated that the activities improved their leadership characteristics. Cansu stated, *"I have presented more ideas than my friends in the poster preparation activity. And I have managed to lead my friends."* Nihat, the teacher, also stated, *"I have observed that the students whom I imagined had no leadership skills in the drama and board preparation activity surprised me because they genuinely had that spirit"* and emphasized that when active learning methods were implemented, some of his students revealed their leadership skills that he had not noticed before and he thinks that such leadership skills are of crucial importance for the development of entrepreneurship.

Haluk and Hakan also stated that the activities improved their leadership characteristics. Haluk expressed himself, saying: *"People started to pay attention and listen to my ideas. They listened to me when I told them not to vote for Ahmet while I was playing the game. While preparing the poster, my idea was accepted."*

Conclusion, Discussion and Recommendations

As a result of the analysis of the data obtained from the research, it was concluded that the use of active learning methods in the social studies lessons had a statistically positive and significant effect on the students' entrepreneurship skills. Reviewing the literature, it turns out that there are studies that show that various active learning methods applied in different lessons substantially affect students' entrepreneurship skills.

There are research studies available in the literature that have revealed positive effects of a variety of learning methods and approaches on students' entrepreneurship skills, among these studies are inquisitory-interrogating learning activities (Çakır, 2016), argument-based virtual laboratory applications (Cangöz, 2020), out-of-school learning environment (Karakılıçık, 2020), cooperative learning method (Uyanık, 2022), context-based learning approach (Özkan, 2021), modeling-based teaching (Özlüceci, 2022) and stem activities (Meral, 2020; Turgutalp, 2021). Besides, it was determined that project-based (Tarhan, 2018) and mini-company establishment-based education (Gönülcü, 2019) included in the social studies lessons positively affected students' entrepreneurship skills. According to the literature and the results of this research, it can be asserted that there will be an increase in the entrepreneurship levels of the students when the teaching methods in which the students take an active role in the learning-teaching process are used.

As a result of the analysis of the data obtained from the interviews conducted within the scope of the study, it was revealed that the students and teachers believed that the use of active learning methods in the social studies lesson promotes entrepreneurship skills. There are also studies that support these research findings. Yurtseven (2020) stated that active learning methods should be included in the process so that students can acquire entrepreneurship skills. Sirelkhatim and Gangi (2015) argued that active learning should take place to encourage entrepreneurial characteristics in individuals. In their research, Chang and Rieple (2013) concluded that entrepreneurship skills should be gained through alternative methods such as role-playing, drama, case studies, and actual work experiences. Corbett (2005) stated in his research that to acquire entrepreneurship skills, the experiences of individuals should be employed, and they are actively involved in the learning process.

Tarhan and Gülmez (2021) concluded that entrepreneurship skills could be developed with the project-based learning method, which is one of the alternative learning methods. Akhan (2022) concluded in his study that active learning methods improve individuals'

entrepreneurship skills, critical thinking, and problem-solving skills. According to the results obtained from the research, it is observed that entrepreneurship skills can be developed with the teaching methods in which individuals are active. In this sense, it can be claimed that it is possible to develop and enhance entrepreneurship skills with active learning methods.

The participants of the study recognized that the contribution of active learning methods to entrepreneurial skills is entertainment, provision of permanence, transferring knowledge, and popularity of the lesson. When the literature is reviewed, there are studies that support this research finding. Prince (2004) concluded in his research that active learning activities enable students to remember information more easily. Hendrickson (2019) also concluded in his research that students' interest in the lesson increased once the lessons were taught with active learning methods. Sağlamgöncü (2022) demonstrated that the lessons taught with active learning methods improve the skills and values of the students while making the lesson entertaining at the same time. Similarly, Arın and Deveci (2008) stated that social studies lessons conducted with active learning methods make students happy and boost their interest in the lesson. Bonwel and Eison (1991) concluded that active learning methods effectively provide students with high-level scientific skills. In this study, it is seen that the results obtained from the experimental process and the findings obtained as a result of the analysis of the data obtained from the interviews carried out are consistent and support each other.

Research participants stated that the reasons why active learning methods are effective in acquiring entrepreneurship skills are competition, an opportunity to work in groups, Communication, socialization, leadership, and thinking skills. These characteristics are among the characteristics of the entrepreneurial spirit of individuals (Timmons, 1978; Li & Jia, 2015; Hameed & Irfan, 2019; Hofer & Bygrave, 1992; Philipson et al., 2018; Rotgans & Schmidt, 2009; Rotgans & Schmidt, 2010; Türkben, 2015; Deveci, 2017). In this regard, it was concluded that the skills that the research participants stated they acquired and the skills that entrepreneurial individuals were similar. In this sense, it can be seen that active learning methods provide the characteristics that the entrepreneurial individual should have. Active learning techniques applied in the experimental process and the opinions received from the participants about the development of entrepreneurship skills in social studies lessons support each other.

According to the results obtained in the research, the use of active learning methods in social studies lessons enables the acquisition of entrepreneurial skills. In addition, the social studies lesson also aims to enable the individual to know her/his mind and the immediate environment, and active learning methods support these goals. Based on the findings obtained in the framework of the research work, it is considered that entrepreneurial skills can be acquired through active learning methods applied in social studies lessons.

Based on the results of the study, it could be suggested that students' entrepreneurship skills in social studies lessons should be supported using active learning methods. Furthermore, action research on how to develop entrepreneurship through active learning approaches in social studies classes might be conducted. Lastly, students' advanced talents and skills can be examined by utilizing various research methodologies in social studies lessons employing active learning approaches.

On the other hand, this study has a few limitations. First, the study is limited to 59 6th grade students and a social studies teacher in a middle school in Amasya's center during the 2021-2022 academic year. Besides, the experimental procedure was carried out in the "Active



Citizenship" learning theme in the social studies curriculum.

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