An Analysis on Responsibility and Visual Perceptions on Responsibility among 8th Grade Students

Research Article

Aysegul CELIK¹

¹ Yozgat Bozok University, Faculty of Education, Department of Turkish and Social Sciences Education, Yozgat, Turkey, ORCID: 0000-0002-9310-2350

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ABSTRACT

The aim of the present study is to determine to what extent responsibility, a value included in the Social Studies curriculum, is encouraged among 8th-grade students as well as to analyse their visual perceptions regarding responsibility. The research study makes use of the mixed model to determine the level of encouragement of the value of responsibility and visual perceptions of students. The present study employs the concurrent triangulation pattern included in the mixed method. The research study group consists of 8th-grade students from two different public middle schools in the Central Anatolian region in Turkey during the 2018-2019 spring semester. The quantitative data collection tool for the research was the sense of responsibility scale consisting of 18 items. This is a Likert scale handling the concept of responsibility from an emotional and behavioural dimension. The scale consists of four degrees. The qualitative data collection tool for the present study is the draw-and-write method. The quantitative data of the study were analysed using the software tool SPSS. The research study opted for the use of NVIVO, a software tool, for the analysis of the qualitative data. In this research, students' perceptions of sense of responsibility, responsibility behavior and responsibility value were examined. As a result, some findings were obtained among the variables related to the responsibility value of the students and it was determined that the students had various perceptions about the value of responsibility.

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Keywords:

Students, Responsibility, Visual Perceptions, Social Studies, School..

Introduction

The changing world order, in addition to the differentiation of living standards of individuals, their societal status also contributes to the increase of their responsibilities. The dictionary of the Turkish Language Association (2019) defines the word "responsibility" as the acceptance of the consequences of behaviours

² Corresponding author's address: Yozgat Bozok University, Faculty of Education, Department of Turkish and Social Sciences Education, Turkey
Telephone: 0354 242 10 25
e-mail: aysegull_cik@hotmail.com
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affecting and affected by individuals. Özen's (2013a, p.17) definition states that "responsibility is the care for oneself and others, the fulfilment of obligations, participation in society, attempts to alleviate suffering, and efforts to make the world a better place". It can be said that responsibility has concrete features like behaviour and abstract characteristics such as cognition and attitude (Anderson, Prawat, 1983). Included in the curriculum of social studies of the Turkish Ministry of National Education (2018), responsibility has a significant place in the lifelong learning process (Hughes, 2001) because individuals might encounter different circumstances in each life stage. The value of responsibility plays a vital role in a person's entire life cycle and the importance of this role is persistent in every life stage (Sezer, Çoban, Akşit, 2017). At the same time, values like responsibility serve the societal common good (Hoge, 2002). Contributing to both individual and society, the value of responsibility can be taught to people by means of education. To that end, various activities can be designed, and students can be encouraged to assume responsibilities. However, these must be done carefully. Giving too much responsibility might create an overbearing attitude on the student (Clouder, 2009). Furthermore, one should also bear in mind that externally-directed activities may harm the students' self-control skills (Cockelberg, 2006, as cited in Yeşil, 2014). Instead of an overbearing attitude in activities constantly directing students to act in a certain way, students should be motivated and must be encouraged to take responsibilities at their own will. Activities designed in such a manner might foster the value of responsibility among students in the context of education. This is because schools have a role in the strengthening of values learned in the family environment (Sezer, Çoban, 2016). These activities also help students be active in the educational context. One of the fundamental goals of education is to make students active in the learning process (Yeşil, 2013). In this process, students might be encouraged to work individually or in a group. Group work may make students help each other, contributing to their self-esteem (Brecke, Jensen, 2007). In addition, through collaborative learning, students support one another during the learning process (Sharan, 2010). "Through careful selection of lesson content and pedagogical method nurturing the children's social and moral understanding, the teacher helped the children to think more deeply together about an important citizenship issue involving rights and personal and collective responsibilities in an atmosphere which positively modelled both justice and care" (Rowe, 2006 p.526). Vygotsky argued that "learning consists not only of individual and special activities but, at the same time, the relationship between individual and societies" (Macready, 2009, p.215). Moving from this statement, one can claim that in the process of fostering the value of responsibility, active participation of the individual in society may positively influence their learning process. Many responsibility-related behaviours can be encouraged through the participation of students in the following activities: establishing and regulating classroom roles and procedures, creating and organising results, evaluating their own behaviour, developing a plan to correct their behaviour, participating in academic goal setting, choosing learning activities, working in groups, working independently in the classroom and outside classroom, evaluating peer behaviour, helping correcting peer behaviour, teacher behaviours, providing feedback to teachers, participating in class meetings, and evaluating school schedules (Duke, Jones, 1985).

Multiple factors can influence the encouragement of responsibility. "While developmental psychology foregrounds the importance of family in fostering the value of responsibility, socialisation theories define responsibility as the conceptualisation of an exemplary situation" (Such, Walker, 2004, p.232). "Values can be defined as the meeting of basic human needs to sustain the biological and social welfare and functioning of the individual" (Schwartz, 1992; Lan et al., 2008, as cited in Wang, Juslin, 2011, p.248). Values are encouraged from the earliest stages of the individual's life cycle (Sapsağlam, 2017). Starting in the family environment, this process of value encouragement continues at school. In order for the value encouragement at school to occur positively, besides teaching the knowledge about the course, teachers should also devote additional time and design activities for value encouragement. School teachers should encourage students to come up with solutions for existing problems and think about these solutions (Kohlberg, Hersh, 1977). Schools have a vital

impact in the moral and disciplinary education of students (Althof, 2003) because ethical choices and actions stem from the emotion the individual creates within the scope of their relationships with others (Youniss, Yates, 1999).

The literature consists of studies concerning the value of responsibility for teachers (Sezer, 2008; Sezer, Çoban, Akşit, 2017; Yeşil, 2014), for students (Özen, 2009; Şahan, 2011; Sezer, Çoban, 2016), and those examining ideas of both teachers and students (Çelik, 2010; Yontar, 2007).

The aim of the present study is to determine to what extent responsibility, a value included in the Social Studies curriculum, is encouraged among 8th-grade students as well as to analyse their visual perceptions regarding responsibility.

For this purpose, the following questions were sought:

1. Do the students' sense of responsibility scale make a significant difference according to gender?
2. Does the responsibility behavior scale of the students make a significant difference according to gender?
3. Do the students' sense of responsibility scale make a significant difference according to their age levels?
4. Does the responsibility behavior scale of the students make a significant difference according to their age levels?
5. Is there a relationship between age and responsibility behavior of students?
6. Is there a relationship between students' sense of responsibility and age?
7. How do students perceive the value of responsibility?

Method

Research Model

The research study makes use of the mixed model to determine the level of encouragement of the value of responsibility and visual perceptions of students. The mixed model can be defined as an approach in which both qualitative and quantitative data are integrated, and inferences are made accordingly (Creswell, 2017). In the mixed model, when data are collected in stages, the first ones gathered might be either qualitative or quantitative (Creswell, 2003). "In the mixed model pattern, while the research question is understood better with the multiple data collection method, it is answered in a more detailed manner" (Alkan, Şimşek, Armağan Erbil, 2019, p. 562). The present study employs the concurrent triangulation pattern included in the mixed method. Within the scope of the concurrent triangulation pattern, results from the two different types of data are combined (Creswell, 2017).

Research Study Group

The research study group consists of 8th-grade students from two different public middle schools in the Central Anatolian region in Turkey during the 2018-2019 spring semester. In this research, the students' perceptions of gaining responsibility value were examined. The reason for the study group was 8th grade students because they took social studies course in 4th, 5th, 6th and 7th grades. The quantitative study group was determined using simple random sampling, one of the probability sampling methods. In simple random sampling, each member of the population has an equal probability of being chosen (Balcı, 2016).

Table 1. The quantitative research study group

Variables		
Gender	Female	122
	Male	97
Age group	13 age	31
	14 age	174
	15 age	14
Total		219

Table 1 shows that the research study group consists of 122 female and 97 male students. At the same time, the age group of 13 has 31 students while the group of 14-year-olds 174 and that of 15-year-olds 14, for a total of 219 students.

The qualitative research study group was selected based on maximum variation sampling, one of the purposeful sampling methods. Within the scope of maximum variation sampling, units reflect different situations in their own environments (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, Demirel, 2017).

Table 2. The qualitative research study group

Variables		
Gender	Female	58
	Male	55
Age group	13 age	9
	14 age	95
	15 age	9
Total		113

Table 2 shows that the research study group consists of 58 female and 55 male students. Furthermore, 9 students are 13 years old while there are 95 students who are 14 and 9 students who are 15, for a total of 113 students.

Data Collection Tools

The quantitative data collection tool for the research was the sense of responsibility scale consisting of 18 items developed by Özen (2013b). This is a Likert scale handling the concept of responsibility from an emotional and behavioural dimension. The scale consists of four degrees. The emotional and behavioural dimensions of the scale contain the statements “always”, “frequently”, “rarely”, and “never”. Cronbach’s alpha reliability coefficients were calculated as 0.85 and 0.77 for the emotional and behavioural dimensions, respectively.

The qualitative data collection tool for the present study is the draw-and-write method. “The draw and write technique is primarily qualitative tool for understanding how children explain and construct ideas and concept” (McWhirter, Collins, Bryant, Wetton, Bishop, 2000, p.204). What is your responsibility? The question was asked. The students were asked to draw a picture of the value of responsibility and then to talk about their drawings. The drawings could be made with either coloured or black-and-white pencils. The duration of this activity was around 45 minutes.

While collecting the qualitative and quantitative data for the research study, a personal information form consisting of demographic indicators such as age and gender was also given to the students.

Data Analysis

The quantitative data of the study were analysed using the software tool SPSS. The Kolmogorov-Smirnov test was employed to see whether the data collected from the scale measuring the sense and behaviour of responsibility show normal distribution. The test indicated a normal distribution. The t-test and one-way ANOVA analysis were used to determine the emotional and behavioural scales in terms of gender and age. In addition, the Pearson correlation coefficient was employed to define the relationship between the sense and behaviour of responsibility.

The research study opted for the use of NVIVO, a software tool, for the analysis of the qualitative data. The data gathered within the course of the study were imported to NVIVO. Content analysis was used to create categories and codes. "The main objective of content analysis is to obtain concepts and relationships that can elaborate on the collected data" (Yıldırım, Şimşek, 2013, p. 259). While analysing the data, the initial step was to eliminate invalid answers and papers. Then, categories and codes were created by the researcher. The reliability of these categories and codes was calculated using Miles and Huberman's (1994) fittingness percentage formula: $\text{Fittingness Percentage} = [\text{Agreement} / (\text{Agreement} + \text{Disagreement}) \times 100]$. 96% was the result of the calculation according to the views of the researcher and expert.

While analyzing the draw and write technique of the students, it was tried to reveal what they saw as responsibility from the students. The pictures and explanations of the students were examined in this direction.

Findings

Quantitative Findings

Findings Related to First Sub-Problem

This chapter of the study examines the quantitative findings on the value of responsibility.

Table 3. T-test results for the sense of responsibility scale scores based on gender

Gender	n	X	S	sd	t	p
Female	97	1.64	.409	217	1.52	.129
Male	122	1.72	.421			

Table 3 shows the t-test results for the sense of responsibility scale based on gender. According to the table, male students have a higher score of $X=1.72$ when compared with the score of girls, $X=1.64$. These results do not indicate a significant difference between the scores of male and female students. One can, therefore, assume that sex is not an important factor in terms of the sense of responsibility.

Findings Related to Second Sub-Problem

Table 4. T-test results for the responsible behaviour scale scores based on gender

Gender	n	X	S	sd	t	p
Female	97	1.70	.397	217	2.95	.003
Male	122	1.89	.536			

Table 4 indicates that as far as the behavioural dimension of the scale is concerned, male students have a higher score of $X=1.89$ when compared with the score of female students, $X=1.70$. This outcome suggests a significant difference between male and female students in favour of male students. Thus, it can be said that responsible behaviour differs based on gender.

Findings Related to Third Sub-Problem

Table 5. Descriptive statistics of the sense of responsibility scale

Age Level	n	X	SS
13 age	31	1.73	.416
14 age	174	1.65	.385
15 age	14	2.00	.647

The descriptive statistics of the sense of responsibility scale are shown in table 5. The results here show that the highest average, $X=2.00$, belongs to the group of 14-year-old students. The averages are $X=1.73$ and $X=1.64$ for 13-year-old students and 14-year-old students, respectively. Table 4. ANOVA results for the sense of responsibility scale scores according to age groups.

Table 6. ANOVA results for responsible sense scale scores according to age groups

Source of Variance	Sum of Squares	sd	Squares Average	F	p
Between-groups	1.595	2	.797		
Within-groups	36.347	216	.168	4.739	.010
Total	37.941	218			

Table 6 does not indicate a significant difference in terms of the sense of responsibility between different age levels. Therefore, one can say that age is not an important factor for the sense of responsibility.

Findings Related to Fourth Sub-Problem

Table 7. Descriptive statistics of the responsible behaviour scale

Age Level	n	X	ss
13 age	31	1.74	.455
14 age	174	1.79	.465
15 age	14	2.10	.732

The descriptive statistics of responsible behaviour scale are shown in table 7. The results here indicate the averages as $X=2.10$, $X=1.79$, and $X=1.74$ for the age groups of 15, 14, and 13, respectively.

Table 8. ANOVA results for responsible behaviour scale scores according to age groups

Source of Variance	Sum of Squares	sd	Squares Average	F	p
Between-groups	1.368	2	.684		
Within-groups	50.669	216	.235	2.915	.056
Total	52.036	218			

Table 8 does not indicate a significant difference in terms of responsible behaviour between different age levels. Thus, it is possible to claim that age is not an important factor for responsible behaviour.

Findings Related to Fifth Sub-Problem

Table 9. Relationship between responsible behaviour and age

		Responsible behaviour	Age
Responsible behaviour	r	1	119
	p		.079
	n	219	219
Age	r	119	1
	p	.079	
	n	219	219

Table 9 shows the relationship between responsible behaviour and age. An analysis of the statistics suggests that there is a positive relationship between responsible behaviour and age. This means that the older the student is, the more they behave responsibly.

Findings Related to Sixth Sub-Problem

Table 10. Relationship between the sense of responsibility and age

		Age	Sense of Responsibility
Age	r	1	-,066
	p		,334
	n	219	219
Sense of Responsibility	r	-,066	1
	p	,334	
	n	219	219

Table 10 shows the relationship between the sense of responsibility and age. The statistics here indicate that there is a negative relationship between the sense of responsibility and age. This means that there is an inverse relationship between age and the sense of responsibility.

Qualitative Findings

This chapter of the study covers the findings regarding the visual perceptions of students concerning the value of responsibility.

Findings Related to Seventh Sub-Problem

Table 11. Categories and codes concerning the value of responsibility

Category	Code	f
Societal responsibility	the trust of my friends	1
	taking care of animals	1
	respecting traffic rules	2
	helping the elderly	1
	protecting the environment	2
	collaborating	1
	not stepping on grass	1
	respecting school rules	1
Individual responsibility	living one's life	1
	personal hygiene	1
	studying	28

	preparing for the high school	3
	entrance exam	3
	going to school	1
	arriving at school on time	1
	eating	1
	being careful	1
	loving what one does	1
	reading	1
	bringing one's school supplies	
Household responsibilities	a mother loving her child	1
	tidying one's room	9
	taking care of elderly parents	1
	helping one's father	1
	making my bed	7
	tidying one's desk	1
	keeping the bookcase tidy	1
	providing food	1
	earn a living for the family	1
	cleaning the house	2
	watering the plants at home	3
	cooking, helping with cooking	1
	cleaning the aquarium	1
	going out to buy bread	4
	feeding the chicken	1
	looking after my sibling	2
	helping family members	1
Other	happiness	1
	obligation	1
	monster	1
	making you win	1
	chain	1
	burden	1
	order	1
	plant	1

Table 11 shows the answers given by students under the four categories of societal responsibility, individual responsibility, household responsibilities, and others. The most common answers under the category of societal responsibility were codified as respecting traffic rules (2) and protecting the environment (2). As far as the individual responsibility category is concerned, the most common answers were codified as studying (28), preparing for the high school entrance exam (3), and going to school (3). The most common answers under the category of household responsibilities were tidying one's room (9), making my bed (7), going out to buy bread (4), watering the plants at home (3), cleaning the house (2), and looking after my sibling (2). In the "other" category, each code was mentioned a single time.

Figure 1. Codes regarding the category of societal responsibility

In Figure 1, one can see that answers given by students in the category of societal responsibility are coded as the trust of my friends, taking care of animals, helping the elderly, respecting traffic rules, protecting the environment, collaborating, not stepping on grass, and respecting school rules. Based on the answers, it can be stated that the students described responsibility mostly as societal obligations.

Figure 2. Codes regarding the category of individual responsibility

Figure 2 shows the student answers collected under the category of individual responsibility. The answers under this category are living one's life, personal hygiene, studying, preparing for the high school entrance exam, going to school, arriving at school on time, eating, being careful, loving what one does, reading, and bringing one's school supplies. The students mainly perceived responsibility as individual responsibility.

Figure 3. Codes regarding the category of household responsibilities

Figure 3 shows the codes under the category of household responsibilities as a mother loving her child, tidying one's room, taking care of elderly parents, helping one's father, making my bed, tidying one's desk, keeping the bookcase tidy, providing food, earn a living for the family, cleaning the house, watering the plants at home, cooking/helping with cooking, cleaning the aquarium, feeding the chicken, looking after one's sibling, and helping family members. Answers from the students suggest that they characterise the value of responsibility as household responsibilities.

Figure 4. Codes in the category other

Figure 4 shows the codes under the category “other”. These codes are stated as things making someone happy, obligation, monster, something that make you win, chain, burden, order, and plant. According to this categorisation, the students likened the concept of responsibility to certain concrete or abstract symbols.

Some of the pictures drawn by students on responsibility along with their statements about their drawings are given below as examples:

Picture 1.

S62: “The mother gives the responsibility of looking after a sibling”. The student described responsibility as something given by their mother and the task of looking after their sibling. The student limited responsibility to family responsibility.

Picture 2.

S64: “Even if not right after waking up, it is our responsibility to make our bed after 5-10 minutes”. The student talked about responsibility as the obligation to make and tidy their bed. The student limited responsibility to family responsibility.

Picture 3.

S65: "We are going to school every day; therefore, we share a common space with a lot of people. We need to respect school rules". The student characterised respecting the rules of the school, the place where students socialise, as a responsibility. The student limited responsibility to social responsibility.

Picture 4.

S69: "As I am an 8th-grade student, I mostly have classes, homework, and sometimes written exams as my responsibilities". The student defined responsibility as attending classes, doing their homework, and taking school exams. The student limited responsibility to individual responsibility.

Picture 5.

S71: "Studying is both a responsibility and an obligation for me". The student indicated studying as a responsibility while indicating that they have to study. The student limited responsibility to individual responsibility.

Picture 6.

S74: "The responsibilities we take at school are sometimes reflected in our environment". The student described responsibility as a chain each link of which affects one another in life. The student stressed that all responsibilities are interconnected.

Picture 7.

S75: "In the future, we will be the ones living on this planet, that is why we need to have a healthier, more peaceful environment. So, we should not litter but recycle". The student described responsibility as the thing to do for the environment. The student limited responsibility to social responsibility.

Picture 8.

S77: "We should help the elderly and give up our seats on a bus for them". The student defines responsibility as to give up a seat for the elderly, i.e. a societal duty. The student limited responsibility to social responsibility.

Picture 9.

S78: *"Taking my sibling from the shuttle stop"*. The student described responsibility as a household-related duty. The student limited the responsibility to family responsibility.

Picture 10.

S81: *"My current responsibility is to study and save my future"*. The student indicated their responsibility is to ensure a good future for themselves. The student limited the responsibility to family responsibility.

Picture 11.

S83: *"Watering the flowers on the terrace is my responsibility"*. The student expressed his perception of responsibility as a household duty. The student limited responsibility to family responsibility.

Picture 12.

S84: *"My responsibilities at school include painting, doing homework, taking mock exams, and clean my bag"*. The perception of this student regarding responsibility is limited to school-related tasks. The student limited responsibility to individual responsibility.

Picture 13.

S85: “A writer earns money with each letter they write, a cartoonist with their drawings. They do these not because of a sense of responsibility but because they love doing them. Yet once they start earning money out of these tasks, they combine this with a sense of responsibility and create better works. Therefore, they can both earn money and create beautiful things. So, both responsibility and loving what one does becomes even more important”. The student described responsibility as loving what one does as a job. The student limited responsibility to individual responsibility.

Picture 14.

S87: “Going to school is a responsibility”. This student limited the definition of responsibility as going to school. The student limited responsibility to individual responsibility.

Picture 15.

S92: “I think responsibility is studying, at least for me”. The student stated that for them, responsibility means studying. The student limited responsibility to individual responsibility.

Picture 16.

S93: “Responsibilities are like a monster. The girl on the picture runs away from it by hiding”. The student indicated that responsibility has a scary aspect, leading to them evading it.

Picture 17.

S95: "I believe responsibility means tasks that we have to complete". The student defined responsibility as an obligation. The student described responsibility as a necessity.

Picture 18.

S98: "Responsibility is what gives us happiness". The student described responsibility as something that makes one happy.

Picture 19.

S109: "Keeping our room clean and tidy". The student defined responsibility as a family duty.

Picture 20.

S111: *"Every mother has a responsibility. But not every mother fulfils it. Here, I drew the most beautiful mother in the world. The most beautiful mother in the world is the one who loves her child. The biggest responsibility of mothers is to love their children"*. For this student, responsibility means a mother loving her child. The student stated responsibility as family responsibility.

Picture 21.

S1: *"Responsibility is to go out to buy bread each morning"*. The student said that responsibility means doing the task of buying the bread in the morning for the family. The student stated responsibility as family responsibility.

Picture 22.

S5: *"Responsibility is tidying my bed and my room"*. For this student, responsibility signifies household duties. The student stated responsibility as family responsibility.

Picture 23.

S15: *"The rock the person in this image carries is my responsibility"*. The student represents their responsibility as a heavy burden. The student stated that responsibility was a problem.

Picture 24.

S19: *"Some responsibilities bring about burdens to carry"*. This student also described responsibility as a burden. The student stated that responsibility was a problem.

Picture 25.

S21: *"Responsibility is to take care of saplings and pine trees we planted in our backyard"*. The student defined responsibility as taking care of their plants. The student stated responsibility as environmental responsibility.

Picture 26.

S22: *"Responsibilities bring you success"*. The student stated that responsibility paves the way to success. The student emphasized the positive aspect of responsibility.

Picture 27.

S26: *"Buying bread is my responsibility"*. The student defined responsibility as a family duty. The student stated responsibility as family responsibility.

Picture 28.

S27: *"To buy the bread my family is going to eat is my responsibility"*. The student described responsibility as something that they must do for their family. The student stated responsibility as family responsibility.

Picture 29.

S29: *"Taking care after my younger sibling"*. The student expressed his interpretation of responsibility as looking after their sibling. The student stated responsibility as family responsibility.

Picture 30.

S32: *"The most important responsibility of a person is to protect the environment"*. The student described responsibility as an environmental concept. The student stated responsibility as environmental responsibility.

Picture 31.

S36: *"Responsibility is the programming of the robot and the robot acting accordingly"*. The student likened responsibility to a robot and the robot performing tasks in a certain way.

Picture 32.

S39: *“Studying is a good thing that is done with responsibility”*. The student defined responsibility as studying while indicating that it is a nice thing to do. The student stated responsibility as an individual responsibility.

Picture 33.

S43: *“Respecting traffic rules is the responsibility of the driver”*. The student referred to the concept of responsibility as a body of societal rules. The student stated responsibility as social responsibility.

Picture 34.

S55: *“Helping my father is my responsibility. I help him while picking up the laundry”*. The student described responsibility as a household duty. The student stated responsibility as family responsibility

Discussion, Conclusion and Suggestion

In the present study, the levels of comprehension of the value of responsibility and visual perceptions among 8th-grade students were analysed. While the quantitative findings of the research study indicated that gender is not an influential factor in terms of the sense of responsibility according to the scores taken in the scale, the scores from the responsible behaviour scale marked a significant difference in favour of male students. The sense of responsibility and responsible behaviour scales did not show a significant difference between age groups. This result shows that age level does not affect the sense of responsibility and responsibility behavior. The students' average scores on the sense of responsibility and responsibility behavior scale should be relatively low and more effective strategies should be used in order to gain this value in social studies course. While there is a positive correlation between responsible behaviour and age, the correlation between the sense of responsibility and age is negative.

Within the scope of the qualitative findings of the study, the answers given by students were divided into four categories: societal responsibility, individual responsibility, household responsibilities, and others. The category having the largest volume of answers is the one consisting of statements regarding individual responsibility. Within this category, the value of responsibility mostly manifests itself in studying. In their study, Sezer and Çoban (2016) indicated that students perceive the concept of responsibility as a personal (academic) one, using the actions of doing homework and studying the most frequently to describe it. This might be related with (inter)personal responsibility being the most common type observed or wanted to be observed by teachers as the study by Sezer, Çoban, and Akşit (2017) suggests. Moving from that point, the type of responsibility desired to be encouraged among students is mostly individual responsibility. Consequently, schools focus more on that objective. The most common answers given in the category of societal responsibility are respecting traffic rules and protecting the environment. This might stem from the emphasis on these subjects in students' daily lives, at school, and on various digital media. The most frequently seen answer in the category of household responsibilities is tidying one's room. This situation, related to cleanliness, shows the significance of the concept within the family. The category "other" consists of various similes made by students regarding the value of responsibility. As the results of the study conducted by Sezer and Çoban (2016) also suggests, students did not have an opinion regarding citizenship responsibilities. Furthermore, they did not express opinions about aesthetic values.

Responsibilities play a crucial role in the daily lives of children (Such, Walker, 2004). Children actually learn to assume and to carry out responsibilities naturally, within the course of life, from their families and schools. The value of responsibility taught at school is fostered through various activities. One of these activities is home assignments. Homework is intended to increase the responsibilities of students in the academic sense (Zimmerman, Kitsantas, 2005). This means that the aim of home assignments is to encourage the sense of responsibility among students. Self-evaluation of personal responsibility by the student consists of some actions strengthening the connection between desired behaviours such as academic achievement (Singg, Ader, 2001). All these factors influence the encouragement of responsibility among students.

One of the fundamental duties of schools is to foster responsibility among their students (Duke, Jones, 1985). They can do this in several ways. The study conducted by Yeşil (2014) revealed that teachers mostly use theoretical knowledge for the aim of encouraging responsibility. In the same direction, Çelik (2010) also indicated that teachers tend to explain things to do so. Theoretical knowledge is not sufficient on its own to foster responsibility. Students also need to put what they learn into practice. "Four discipline techniques most associated with student responsibility are rewards and recognitions, discussions, involvement, and non-directive hints" (Lewis, 2001, p.314). Such techniques might help students acquire the value of responsibility at the desired level. Because, "education revolves around the work done by teachers" (Lee, Smith, 1996, p.104).

Since the social studies course prepares the student for real life and the structure of the program is related to life, the student should be supported to gain responsibility value by designing activities inside and outside the classroom. Gaining the responsibility value in the social studies course can make a positive contribution to the student both in academic and social life.

Some of the possible suggestions considering the outcomes of the present study are as follows:

1. Activities encouraging students to assume responsibilities can be designed for the classroom.
2. Students might be asked to share their experiences outside the school about their societal, familial, or other kinds of responsibilities.
3. Students fulfilling their responsibilities must be encouraged to continue doing so.
4. Schools and families must collaborate for the fostering of responsibility.

5. The teacher should be a role model for the encouragement of responsibility.

In conclusion, values are started to be fostered within the family then reinforced through schooling and contacts with the outside world. As a value, responsibility has a vital place in the daily life of an individual. Considering these statements, schools, families, and the close circle of individuals should collaborate to foster the value of responsibility among students and help them internalise it. In addition to these, digital tools and realities can be used to create social sensitivity towards responsibility value. Movies, cartoons and documentaries about the value of responsibility can be prepared in these digital tools and equipment. In this way, it is possible to reach large masses in the society as well as children. In other words, in order to bring responsibility to individuals, it is necessary to cooperate socially.

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