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The Impact of Social Responsibility Activities on Gaining Values

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Abstract

Social responsibility is one of the most critical issues expected to be included in education programs today, as the need for socially responsible individuals is ever-increasing. Education is vital in transferring values to students that align with societal ideals. Teachers are the most essential component of values education and transmission, since teachers are the ones who represent and lead values education. It is stated that values education programs carried out through social activities significantly affect the social skills of individuals. In this context, teachers who attach importance to and model social skills will contribute positively to their students' social skills. Students are considered to learn more through extracurricular educational experiences than through experiences in the traditional classroom. This also applies to teacher candidates. In this regard, the university is critical in terms of the effectiveness of institutions that train teacher candidates, who will in turn impact the future by teaching new generations. The teacher candidates cannot learn these abilities solely through formal schooling. Hence, individual effort and research, participation in group activities, and getting support from non-governmental organizations (NGOs) are now essential to learn the skills. This study, which was prepared based on this approach, is based on the findings of several social responsibility exercises for future teachers as part of the "Teachers of the Future Project". Social responsibility activities implemented within the scope of the project that has been carried out can be summed up as teacher candidates engaging in educational activities for the underprivileged, marking down the positive experiences that experienced teachers have had throughout their careers, meeting with secondary and high school students during social activities and informing them about the universities and departments they are currently enrolled in. The social responsibility activities in this project aim to increase teacher candidates' sense of responsibility. This research aims to reveal the effect of this project, which teacher candidates participated in, on their acquisition of values. Accordingly, the study aims to investigate the impact of the social responsibility activities that teacher candidates participate in within the project's scope on gaining the necessary skills for values education and the social responsibility activities they will implement while teaching. The study used an experimental methodology and involved 174 teacher candidates enrolled in several university departments in the Turkish Republic of Northern Cyprus in 2021. The research used two scales and a semi-structured interview form to reveal the effect of social and cultural activities on the acquisition of values. The research's findings showed that the teacher candidates' participation in social responsibility projects led to considerable improvements in their values, which are believed to be associated with

social responsibility. These values are honesty, responsibility, patience, respect, helpfulness, unity, patriotism, and the importance of family. The increase in these values shows that the collaborative and project-based training and practices organized within the scope of values education are effective. One of the most important results of the research is that education, activity and project-based practices applied beyond the courses in the faculty increase the acquisition of values of teacher candidates. In addition, it has been revealed that values acquisition is more effective and higher for teacher candidates who have participated in similar practices and training before. The reason for this is a reflection of previous positive experiences. In the interviews, pre-service teachers said that the social responsibility activities they participated in within the project's scope led to an awareness of values education and positively affected the acquisition of values. Another result that emerged from the interviews was the statement that it was beneficial for them to see model applications. In addition, if they are still university students, they also said that participating in activities with secondary school students gave them an empathetic perspective. Pre-service teachers emphasized that thanks to the project, they developed both personally and professionally, and could better understand students and find the correct methods. It may be suggested that in addition to their formal education at the university, teacher candidates take part in unofficial training, social responsibility initiatives, and values-based activities. In addition, it is recommended that university teacher training departments carry out more joint projects with other educational institutions and NGOs that provide education-related services and even include these activities in their training programs.

Keywords

Education Science, Values Education, Teacher Training, Social Responsibility, Spiritual Values, National Values.


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Sosyal Sorumluluk Projelerinin Değer Kazanımına Etkisi

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Öz

Sosyal sorumluluk sahibi bireylere yönelik ihtiyacın giderek arttığı günümüzde eğitim programlarında yer alması beklenen en önemli konulardan birisi de sosyal sorumluluktur. Çünkü eğitim, toplumsal idealler doğrultusunda değerlerin öğrencilere aktarılmasında önemli bir rol oynamaktadır. Öğretmenler ise değerler eğitiminin ve aktarımının en temel bileşenidir. Çünkü öğretmenler, değerler eğitimi temsil eden ve yönlendiren kişilerdir. Sosyal etkinlikler yoluyla yürütülen değerler eğitimi programlarının ise bireylerin sosyal becerilerini önemli ölçüde etkilediği ifade edilmektedir. Bu bağlamda sosyal becerilere önem veren ve modelleyebilen öğretmenler, öğrencilerinin sosyal becerilerine olumlu katkı sağlayacaktır. Öğrencilerin ders dışı eğitim deneyimleri yoluyla öğrendiklerinin geleneksel sınıftaki deneyimlerinden daha fazla olduğu kabul edilir. Bu durum öğretmen adayları için geçerlidir. Bu bakımdan yeni nesillere eğitim vererek geleceğe etki edecek öğretmen adaylarını yetiştiren kurumların etkililiği açısından üniversite kritik öneme sahiptir. Öğretmen adayları bu becerileri sadece örgün eğitim yoluyla öğrenemezler. Bu nedenle, bireysel çaba ve araştırma, grup etkinliklerine katılım ve STK'lerden destek almak, bu becerileri elde etmek için çok önemlidir. Bu yaklaşımdan yola çıkılarak hazırlanan araştırma, “Geleceğin Öğretmenleri Projesi” kapsamında gerçekleştirilen öğretmen adaylarına yönelik bir dizi sosyal sorumluluk faaliyetinin sonuçlarına dayanmaktadır. Proje kapsamında uygulanan sosyal sorumluluk faaliyetleri, öğretmen adaylarının dezavantajlı gruplara yönelik eğitim faaliyetleri yürütmeleri, deneyimli öğretmenlerin kariyerleri boyunca yaşadıkları iyi örneklerin kayıt altına alınması, öğretmen adaylarının okudukları üniversite ve bölümler hakkında ortaöğretim öğrencilerine bilgiler vermesi ve sosyal etkinlikler aracılığıyla ortaöğretim öğrencileriyle kaynaşmaları olarak özetlenebilir. Bu projedeki sosyal sorumluluk faaliyetlerinin amacı, öğretmen adaylarının sorumluluk duygusunu arttırmaktır. Bu araştırmanın amacı ise öğretmen adaylarının katıldıkları bu projenin değerleri kazanmaları üzerindeki etkisini ortaya koymaktır. Buna bağlı olarak çalışmanın konusu, öğretmen adaylarının proje kapsamında katıldıkları sosyal sorumluluk etkinliklerinin, değerler eğitimi için gerekli becerileri kazanmalarına ve öğretmenlik yaparken uygulayacakları sosyal sorumluluk faaliyetlerine yönelik etkilerinin araştırılmasıdır. Araştırma, 2021 yılında Kuzey Kıbrıs Türk Cumhuriyeti'ndeki üniversitelerin farklı bölümlerinde öğrenim gören 174 öğretmen adayı ile yürütülmüştür. Araştırmada deneysel bir yaklaşım olan “tek grup ön-test-son-test modeli” kullanılmıştır. Araştırmada sosyal ve kültürel faaliyetlerin değerlerin kazanılmasındaki etkisini ortaya koymak amacıyla hazırlanmış iki ölçek ve yarı

yapılandırılmış görüşme formu kullanılmıştır. Araştırma sonuçlarına göre öğretmen adaylarının katıldıkları sosyal sorumluluk projeleri sonucunda sosyal sorumlulukla ilgili olduğu düşünülen değerlerde önemli kazanımlar elde ettikleri belirlenmiştir. Bu değerler; dürüstlük, sorumluluk, sabır, saygı, yardımseverlik, birlik, beraberlik, vatanseverlik bilinci ve ailenin önemi şeklindedir. Özellikle bu değerlerdeki artış, değerler eğitimi kapsamında düzenlenen iş birliğine dayalı ve proje temelli eğitim ve uygulamaların etkili olduğunu göstermektedir. Araştırmanın en önemli sonuçlarından biri de fakülte'deki derslerin ötesinde uygulanan eğitim, etkinlik ve proje tabanlı uygulamaların öğretmen adaylarının değer kazanımlarını arttırdığı yönündeki sonuçtur. Ayrıca bu uygulama ve eğitimlerin benzerlerine daha önce katılmış öğretmen adayları için değer kazanımının daha etkili ve yüksek olduğu da ortaya çıkmıştır. Bunun nedeninin daha önceki olumlu deneyimlerin bir yansıması olduğu söylenebilir. Yapılan görüşmelerde ise öğretmen adayları, proje kapsamında katıldıkları sosyal sorumluluk faaliyetlerinin değerler eğitimi ile ilgili kendilerinde bir farkındalık oluşmasına yol açtığını ve değerlerin kazanılmasında olumlu etkilerinin olduğunu söylemişlerdir. Görüşmelerden ortaya çıkan bir diğer sonuç ise sosyal sorumluluk faaliyetlerinin öğretmen adaylarının model uygulamaları görmeleri açısından oldukça faydalı olduğudur. Ayrıca öğretmen adayları henüz üniversite öğrencisi iken ortaöğretim öğrencileriyle beraber etkinliklerde yer almalarının onlara empatik bir bakış açısı kazandırdığını da ifade etmişlerdir. Proje sayesinde öğretmen adayları, kişisel ve mesleki olarak geliştiklerini, öğrencileri daha iyi anlayabildiklerini ve doğru yöntemleri bulabildiklerini vurgulamışlardır. Bu sonuçlara bağlı olarak öğretmen adaylarının üniversitede aldıkları örgün eğitimin yanında sosyal sorumluluk projelerine ve değerler eğitimine yönelik faaliyetlere katılmaları önerisinde bulunulabilir. Ayrıca, üniversitelerdeki öğretmen yetiştiren bölümlerin eğitimle ilgili hizmet veren diğer eğitim kurumları ve sivil toplum kuruluşları ile daha fazla ortak projeler yürütmeleri ve hatta bu faaliyetleri eğitim programlarına dahil etmeleri önerilebilir.

Anahtar Kelimeler

Eğitim Bilimleri, Değerler Eğitimi, Öğretmen Eğitimi, Sosyal Sorumluluk, Manevi Değerler, Milli Değerler.

Atıf Bilgisi

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Introduction

Individuals in our globalizing culture are expected to uphold their responsibilities and act with a sense of societal responsibility. Social responsibility is “work done for the welfare of other people and the benefit of the whole world”.¹ Social responsibility requires individuals to assist their society,² adopt values that are in harmony with society,³ be an excellent example to those around them, and take social action.⁴ Considering that the need for socially responsible individuals increases daily, social responsibility is one of the most critical issues expected to be included in education programs.⁵ This is because social responsibility consists of an effective teachable process. This process involves having individuals see society’s problems and realize projects for this; it consists of implementing, not determining situations.⁶

It is stated that education is vital in transferring universal and cultural values that align with societal ideals to students.⁷ Schools have a critical responsibility to teach the values that are either explicitly or implicitly included in their curricula about the transfer of culture and values and prepare children for life within the framework of these values, in addition to contributing to students’ moral development and positively influencing their character and identity formation.⁸ Values can be said to have a social quality,⁹ as values are not inherited but rather have a structure that gains functionality while interacting with

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- ¹ Sheldon Berman, “Educating for Social Responsibility”, *Educational Leadership* 48/3 (1990), 75.
 - ² Courtney Droms – Sheryl-Ann Stephen, “Examining the Effectiveness of Social Responsibility Courses in Higher Education”, *Journal of Learning in Higher Education* 11/2 (2015), 15.
 - ³ John J. Sosik et al., “Gender and Contextual Differences in Social Responsibility in Thai Schools: A Multi-Study Person Versus Situation Analysis”, *Journal of Beliefs & Values* 38/1 (2017), 46.
 - ⁴ Nezahat Güçlü et al., “Liderlik Kapasitesi: Okul Yöneticilerinin Sosyal Sorumluluk Davranışlarının Belirlenmesine Yönelik Nitel Bir Araştırma”, *Çağdaş Yönetim Bilimleri Dergisi* 2/1 (2015), 71.
 - ⁵ Önder Eryılmaz – Handan Devci, “Ortaokul Öğrencilerine Yönelik Sosyal Sorumluluk Ölçeği'nin Geliştirilmesi”, *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi* 20/2 (2019), 752.
 - ⁶ İlknur Asar, *Lisansüstü Öğrencilerinin Kişilik Yapılarıyla Bireysel Sosyal Sorumluluk Bilinçleri Arasındaki İlişkiler* (Karabük: Karabük Üniversitesi, Sosyal Bilimler Enstitüsü, Yüksek Lisans Tezi, 2017), 68.
 - ⁷ Neslihan Kadriye Uzun, “Değerler Eğitimine İlişkin Sınıf Öğretmenlerinin Görüşleri”, *PESA Uluslararası Sosyal Araştırmalar Dergisi* 5/2 (2019), 43.
 - ⁸ Nazlı Cihan, “Okullarda Değerler Eğitimi ve Türkiye’deki Uygulamaya Bir Bakış”, *Turkish Studies-International Periodical for the Languages, Literature and History of Turkish or Turkic* 9/2 (2014), 435.
 - ⁹ Beyza Karabulut et al., “İlkokul Hayat Bilgisi Dersinde Vatanseverlik Değerinin Etkinliklerle Öğretimi”, *Temel Eğitim Dergisi* 2/2 (2020), 35.

one's surroundings and continues with the approval of those around them. Because of this feature, values can be more easily achieved based on observation and experience.¹⁰

Realizing values education through active student-centered teaching methods and enabling students to learn through discovery have been stated to be effective in increasing the efficiency of the course.¹¹ Values education programs conducted through social activities have been said to affect children's social skills significantly.¹² Teachers who attach importance to and can model social skills will contribute positively to their students' social skills.¹³ It is accepted that students learn more through extracurricular educational experiences than through experiences in the traditional classroom;¹⁴ these experiences contribute to the socialization of students and positively affect their values.¹⁵

A university accessible to stakeholders and where students interact with the people around them is critical to the effectiveness of institutions that train teacher candidates who will impact the future by teaching new generations. Values such as awareness of social responsibility, self-confidence, and unity are vital to educating teachers. Teachers with such values will inevitably have positive effects on their students.¹⁶ Teachers are the most essential component of values education, since teachers are the ones who represent and lead values education.

For this reason, teachers must have sufficient equipment, knowledge, and skills to value education and fit its purpose.¹⁷ Raising an independent generation with personality is only possible through education carried out through a metaphysical meaning. The achievement

¹⁰ Mehmet Zeki Aydın – Şebnem Akyol-Gürler, *Okulda Değerler Eğitimi* (Ankara: Nobel Yayıncılık, 2018), 47.

¹¹ Berrin Bayburt – Doğan Duman, “Değerler Eğitimi Açısından Millî Mücadele’yi Anlatmanın ve Aktarmanın Önemi”, *Belgi Dergisi* 2/19 (2020), 1716.

¹² Alpaslan Gözler et al., “Değerler Eğitimi Kapsamında Hazırlanan Akademik Çalışmaların Farklı Değişkenler Göre İncelenmesi”, *Ahi Evran Üniversitesi Sosyal Bilimler Enstitüsü Dergisi* 6/1 (2020), 233.

¹³ Murat Çetinkaya, “Topluma Hizmet Uygulamaları Etkinliklerinin Öğretmen Adaylarının Sosyal Becerileri ve Öz Yeterlik İnanç Düzeylerine Etkisi”, *Ordu Üniversitesi Sosyal Bilimler Enstitüsü Sosyal Bilimler Araştırmaları* 8/3 (2018), 624.

¹⁴ Özkan Ginesar – Ahmet Katılmış, “Sosyal Bilgiler Öğretmenlerinin Değerler Eğitimine Yönelik Sınıf İçinde ve Dışında Gerçekleştirdikleri Faaliyetlerin İncelenmesi”, *Değerler Eğitimi Dergisi* 19/41 (2021), 65.

¹⁵ Tuğba Selanik-Ay – Ömer Erbasan, “Views of Classroom Teachers about the Use of out of School Learning Environments”, *Journal of Education and Future* 10 (2016), 48.

¹⁶ Çetinkaya, “Topluma Hizmet Uygulamaları Etkinliklerinin Öğretmen Adaylarının Sosyal Becerileri”, 624.

¹⁷ Uzuner, “Değerler Eğitimine İlişkin Sınıf Öğretmenlerinin Görüşleri”, 56.

of such an education is directly related to the human competence of the teacher.¹⁸ The teacher candidates cannot learn these abilities solely through formal schooling. Hence, individual effort and research, participation in group activities, and getting support from NGOs are now essential to understanding the skills mentioned previously. For this reason, teacher candidates need to participate in social responsibility projects and researches that increase and aid their interactions with those around them, their schools, and their students; including these values in teacher training is also essential.¹⁹

1. Project and Research

This study is based on the findings of several social responsibility exercises, training activities and workshops for teacher candidates that were carried out as part of the Teachers of the Future Project. During the 9-month project, the teacher candidates volunteered in activities that contributed to their professional development and university education. The project consisted of two main parts. The first focused on the personal development of teacher candidates. At this stage, online trainings were held, training books were read, and training films were discussed. The second part of the project focused on the social development of teacher candidates. In this section, which was carried out in coordination with the other, social responsibility activities were implemented.²⁰ This project's social responsibility activities aim to increase teacher candidates' sense of social responsibility. These types of individual and applied professional development activities are said to be more productive.²¹ Within the project's parameters, the teacher candidates carried out a regular book reading and discussion activity related to education. The teacher candidates were expected to develop a reading culture and different perspectives on education through the books taught within the project's parameters, in which the teacher candidates participated in a regular education-related book reading and review program. Another activity within the project's scope is for the teacher candidates to come together with experienced teachers who can be their role models. Meeting with the role model, teachers aim to share experiences and establish a bridge between generations. In addition, they also took note of the best practices experienced teachers have gone through during their careers. Another activity within the project's scope was the teacher candidates carrying out educational activities such as teaching, answering questions of, and helping them solve tests for disadvantaged middle and high school groups. In addition, they shared

¹⁸ Ahmet Erhan Şekerci, "Epistemik Öznenin Ontik Ben İdraki: Eğitime Metafizik Bir Anlam Kazandırmak", *Darulfunun İlahiyat* 32/2 (2021), 527.

¹⁹ Gökhan İzgar et al., "Öğretmen Adayı Üniversite Öğrencilerinin İnsani Değerleri Üzerinde Bir İnceleme (Bayburt Örneği)", *Kastamonu Eğitim Dergisi* 26/2 (2018), 544.

²⁰ Ahmet Koç et al. "Investigating Teacher Candidates' Levels of Teacher Readiness and Usage Of 21st Century Skills", *International Journal of Curriculum and Instruction* 14/1 (2022), 681.

²¹ Gülsen Ünver, "Program Çalışmaları için Öğretmen Eğitimi", *Öğretmen Eğitimi ve Öğretim* 2/2 (2021), 46.

information about their university and departments with middle and high school students. The teacher candidates also met with middle and high school students at social events such as football tournaments, tea talks and picnics. All these activities enabled the teacher candidates to adapt to the teaching profession more efficiently and increase their belonging to the high school they graduated from.

This research aims to establish the effect the Teachers of the Future Project - which the teacher candidates participated in - has on their acquisition of national and moral values. As a result of the importance individualization has in the process of modernization, the dominance of material values such as selfishness and success increases the importance of practice and research on spiritual values such as altruism, sharing, cooperation, and responsibility.²² The research question of the study is as follows: “What effects do the social responsibility projects and group activities that teacher candidates participate in within the scope of the Teachers of the Future Project have on gaining the skills necessary for values education and the social responsibility activities they will apply when teaching?”

2. Methodology

2.1. General Background

The basis of every teacher’s practice is the values that make up their personal and professional fabric. In addition, teachers as individuals have specific responsibilities toward their society and their students. These skills and awareness are defined through the concept of social responsibility, and they consist of an effective teachable process. In this context, having the teacher candidates participate in social responsibility activities within the scope of this research and performing certain pre-profession activities are expected to positively affect how they prepare for the profession and transfer values to their students. This research was carried out by applying experimental research methods to comprehensively measure the effect of the social responsibility activities that teacher candidates participated in within the scope of the Future Teachers Project on value acquisition. In the research, pre-test and post-test applications were made to determine the status of teacher candidates before and after the project. Thus, it aimed to understand the project's impact on teacher candidates more efficiently.

The “single group pre-test-post-test model”, which is an experimental approach, was used in the study. In this model, a group is subjected to an independent variable. In contrast to other experimental designs, measurements are taken from the same group before and after the procedure.²³ Since all the teacher candidates participating in the project were

²² Servet Üztemur et al., “Sosyal Bilgiler Öğretiminde Müze ve Tarihi Mekân Kullanımının 7. Sınıf Öğrencilerinin Sosyal Bilgiler Algılarına Etkisi: Bir Eylem Araştırması”, *Kuramsal Eğitim Bilim Dergisi* 11/1 (2018), 166.

²³ Şener Büyüköztürk et al. (2019). *Bilimsel Araştırma Yöntemleri* (Ankara: Pegem Akademi Yayıncılık, 2019), 117.

open to participating in social responsibility activities and research, the study was conducted with just one group. The pre-test and then the post-test were used before the implementation of the projects. The impact of the independent variable (social responsibility activities) on the dependent variable (acquisition of national and moral values) was examined in the study.

2.2. Sample

The research study group comprises 174 teacher candidates enrolled in the education and theology faculties of colleges in the Turkish Republic of Northern Cyprus in 2021. The demographic characteristics of the teacher candidates in terms of gender are as follows: 121 are female (69.5%) and 53 are male (30.5%). According to the faculty, 103 were enrolled in the faculty of education (59.2%), and 71 were enrolled in the faculty of theology (40.8%). Concerning having previously participated in any project, 86 had previously participated in a project (49.4%), and 88 had not (50.6%). Since the semi-structured interview form was utilized with the scale in the research, the interviews were conducted with 22 teacher candidates selected from 174 participants using the simple random method. The demographic characteristics of 22 teacher candidates who participated in this part of the study are as follows: 13 are female (59%) and nine are male (41%). According to the faculty, 12 studies were conducted in the faculty of education (54.5%), and 10 were conducted in the faculty of theology (45.5%). Concerning having previously participated in any project, eight had previously participated in a project (36.4%), and 14 had not (63.6%). Twenty-two teacher candidates voluntarily participated in the qualitative section of the study. Written consent was obtained from them before the application, which was conducted as face-to-face interviews. The teacher candidates in the study group were coded from T1 to T22. The participant encodings reveal T1-T13 to be the females and T14-T22 to be the males. Participants have also been grouped according to their demographic characteristics. For example, TM16 means teacher candidate, male, 16th participant.

2.3. Instrument and Procedures

The parametric features of the two scales used in the study and the content of the interview form are as follows:

The first is the “Scale of the Effect of Social and Cultural Activities on the Gain of Spiritual Values”. The scale was also developed by Koç and Budak (2021a). The exploratory factor analysis (EFA) results determined the scale to have 18 items and three factors that explain 66.6% of the total variance. The load values for honesty and responsibility, patience and respect, and helpfulness have been determined to range between 0.55 and 0.82. The confirmatory factor analysis (CFA) stage observed an “ $X^2=2.64$ and RMSEA=0.078”, with the other fit indices being “NFI=0.97, NNFI=0.98, CFI=0.98, RFI=0.96, RMR=0.060, SRMR=0.046, and IFI=0.98”. These values show that the scale has good structural compatibility. According

to the correlation study, all factors on the scale have positive and significant correlations, with their relationships varying between 0.68 and 0.74.²⁴

The second is “The Impact of Social and Cultural Activities on Gaining National Values Measure”. The scale was also developed by Koç and Budak (2021b). The EFA results determined the scale to have 20 items and three factors that explain 63.3% of the total variance. The load values for the factors of unity and solidarity, patriotic consciousness, and importance of family range between 0.57 and 0.82. The CFA stage observed “ $\chi^2=1.61$ and RMSEA=0.051”, with the other fit indices calculated as “NFI=0.97, NNFI=0.99, CFI=0.99, RFI=0.96, RMR=0.055, SRMR=0.043, GFI=0.90, and IFI=0.99”. These values show that the scale has good structural compatibility. According to the correlation study, all factors on the scale have positive and significant correlations, with their relationships varying between 0.60 and 0.75.²⁵

The semi-structured interview form used in the qualitative part of the research was presented to expert academicians in the fields of teacher training and values education for their opinions. The necessary corrections were made in regards to the expert's views, and the interview form was finalized, containing the following two questions directed toward the teacher candidates:

1. Do you think the social responsibility projects you have participated in as part of the Teachers of the Future Project impact values such as responsibility, respect, helpfulness, unity, togetherness, and solidarity? Can you explain your positive/negative answer with examples?

2. Do you think the social responsibility projects you've participated in as part of the Teachers of the Future Project will contribute to your teaching profession in the coming years? Were there any studies in the project that could serve as a model for the values education activities that you will do while practicing your profession? Can you explain your positive/negative answer with examples?

2.4. Data Analysis

The study was conducted in 2021 with the permission of the Near East University Scientific Research Ethics Committee. Written consent was acquired from the participants before the study. The program SPSS 26.0 was used for the statistical analyses. Arithmetic averages were calculated to calculate the teacher candidates' status concerning gaining national and spiritual values. The “Paired Samples Statistics” test was utilized to determine

²⁴ Ahmet Koç – Yusuf Budak, “Manevi Değerlerin Kazanımında Sosyal ve Kültürel Faaliyetlerin Etkisi Ölçeği: Geçerlik ve Güvenirlik Çalışması”, *Dinbilimleri Akademik Araştırma Dergisi* 21/1 (2021), 343.

²⁵ Ahmet Koç – Yusuf Budak, “Milli Değerlerin Kazanımında Sosyal ve Kültürel Faaliyetlerin Etkisi Ölçeği: Geçerlik ve Güvenirlik Çalışması”, *Marmara Üniversitesi Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi* 54 (2021), 71.

the pre-test and post-test results. The t-test was used to identify variance in terms of demographic characteristics. Reliability and normality tests were applied before progressing to the study's results. These values have been ascertained to be sufficient for the analyses. Cronbach's alpha of reliability was determined for both scales; it was calculated as 0.88 for the overall Scale of the Effect of Social and Cultural Activities on the Gain of Spiritual Values, and for the sub-dimensions of this scale, it was determined as 0.92, 0.87 and 0.81, respectively. The item-total correlations of this scale vary between 0.57 and 0.78. Cronbach's reliability alpha was determined as 0.95 for the overall The Impact of Social and Cultural Activities on Gaining National Values Measure. The sub-dimensions of this scale were determined to be 0.90, 0.92, and 0.80, respectively. The item-total correlations of this scale vary between 0.58 and 0.75.

Both scales can be said to be highly reliable. These outcomes show both scales to be usable as valid and reliable measurement tools in the research. The skewness scores for both scales were determined to be between -1.069 and -0.219, and the Kurtosis scores to be between -0.328 and 0.750. Following these values, which fall between ± 1.5 , the data can be said to show the normal distribution and parametric tests are applicable.²⁶ The qualitative part was evaluated using content analysis. The content analysis process involves encoding similar data, classifying these in the light of specific themes, and interpreting them in a way readers understand.²⁷ Based on the findings, two themes have been created. Then, the coding frequencies and the teacher candidates' opinions were presented.

3. Results

The tables present the results from the analyses to ascertain the effect social responsibility projects in which the teacher candidates participated have had on their acquisition of national and moral values. The effects of these social responsibility projects regarding values acquisition are shown in Table 1:

Table 1. The Effects the Social Responsibility Projects Teacher Candidates Participated in Have on Values Acquisition

Paired Samples Statistics							
Scale	Factor	Test	N	\bar{X}	SD	t	P
The Spiritual Values Scale	Honesty and Responsibility	Post-test	174	3,96	0,86	19,54	0,00**
		Pre-test	174	3,46	0,66		
	Patience and Respect	Post-test	174	3,42	0,97	34,13	0,00**
		Pre-test	174	2,69	0,95		
		Post-test	174	3,91	0,90		

²⁶ Şener Büyüköztürk, *Sosyal Bilimler İçin Veri Analizi El Kitabı* (Ankara: Pegem Akademi Yayıncılık, 2020), 183.

²⁷ Ali Yıldırım – Hasan Şimşek, *Sosyal Bilimlerde Nitel Araştırma Yöntemleri* (Ankara: Seçkin Yayıncılık, 2016), 259.

The National Values Scale	Helpfulness	Pre-test	174	3,33	0,94	14,31	0,00**
	Unity and Solidarity	Post-test	174	3,86	0,85	8,67	0,00**
		Pre-test	174	3,52	0,74		
	Patriotic	Post-test	174	4,10	0,93	20,61	0,00**
	Consciousness	Pre-test	174	3,53	0,69		
	Importance of Family	Post-test	174	3,91	0,84	20,60	0,00**
		Pre-test	174	3,41	0,66		

**P<0,00

According to Table 1, when the scores given by the teacher candidates to the national and spiritual values scale before and after the project are compared, it is seen that there is a notable difference between the groups in all factors. It was established that the scores after the project increased in all dimensions. Especially before the project, the patience-respect (\bar{X} =2.69) and helpfulness (\bar{X} =3.33) factors of the spiritual values scale were moderate, while the scores given by the teacher candidates to these two factors after the project (\bar{X} =3.42 and \bar{X} =3.91) was found to be high. Accordingly, the social responsibility projects the teacher candidates participated in can be said to have significantly impacted their acquisition of national and spiritual values.

3.1. Investigating the Impact the Social Responsibility Projects Had on the National and Spiritual Values the Teacher Candidates Acquired in Terms of Gender

Table 2 presents the data showing the level to which the teacher candidates gained values concerning gender:

Table 2. The Level to Which the Teacher Candidates Gained Values Concerning Gender.

Factor	Gender	N	Pre-test				Post-test				Difference between
			\bar{X}	SD	t	P	\bar{X}	SD	t	P	
Honesty and Responsibility	Female	121	3.46	0.63	1.30	0.89	3.97	0.83	0.10	0.91	No
	Male	53	3.47	0.73			3.95	0.95			
Patience and Respect	Female	121	2.65	0.96	0.81	0.41	3.39	0.98	0.71	0.47	No
	Male	53	2.78	0.93			3.50	0.96			
Helpfulness	Female	121	3.41	0.96	1.64	0.10	3.97	0.88	1.18	0.23	No
	Male	53	3.13	0.90			3.79	0.93			
Unity and Solidarity	Female	121	3.58	0.75	1.36	0.17	3.90	0.83	0.80	0.42	No
	Male	53	3.41	0.73			3.79	0.88			
Patriotic Consciousness	Female	121	3.52	0.72	0.23	0.81	4.11	0.97	0.29	0.76	No
	Male	53	3.55	0.64			4.07	0.86			
Importance of Family	Female	121	3.41	0.68	0.24	0.80	3.93	0.86	0.47	0.63	No
	Male	53	3.39	0.62			3.86	0.80			

When examining the effect the social responsibility projects the teacher candidates participated in had on national and moral values in terms of gender, no significant

difference is observed between the groups. In accordance with no notable variance between the groups, it is seen that the scores given by the teacher candidates to the national and spiritual values scales increased after the application of all factors. Male participants evaluated the patience and respect factor with higher scores before and after the project; female participants evaluated helpfulness, unity-solidarity, and importance of family factors with higher scores.

3.2. Investigating the Impact the Social Responsibility Projects Had on the Teacher Candidates' National and Spiritual Values in Terms of Faculty

Table 3 presents the data showing the level to which teacher candidates had gained values concerning faculty:

Table 3. The Level to Which Teacher Candidates Gained Values Concerning Faculty

Factor	Faculty	N	Pre-test				Post-test				Difference between
			\bar{X}	SD	Diff	P	\bar{X}	SD	t	P	
Honesty and Responsibility	Theology	71	3.47	0.66	0.12	0.90	3.96	0.89	-0.03	0.96	No
	Education	103	3.46	0.66			3.97	0.85			
Patience and Respect	Theology	71	2.75	0.87	0.71	0.47	3.53	0.86	1.18	0.23	No
	Education	103	2.65	1.00			3.35	1.04			
Helpfulness	Theology	71	3.24	0.84	1.00	0.31	4.02	0.81	1.23	0.21	No
	Education	103	3.39	1.00			3.84	0.95			
Unity and Solidarity	Theology	71	3.48	0.59	0.71	0.47	3.98	0.75	1.45	0.14	No
	Education	103	3.56	0.83			3.79	0.90			
Patriotic Consciousness	Theology	71	3.57	0.61	0.60	0.54	4.13	0.86	0.39	0.69	No
	Education	103	3.50	0.74			4.08	0.98			
Importance of Family	Theology	71	3.50	0.53	1.48	0.14	4.02	0.73	1.40	0.16	No
	Education	103	3.34	0.74			3.83	0.91			

When examining the effect of social responsibility projects on the teacher candidates' national and spiritual values in terms of the faculty they are enrolled in, no significant difference is seen between the groups. Although there is no significant variance between the groups, it is seen that the scores given by the teacher candidates to the national and spiritual values scales increased after the project in all factors. It was determined that the participants studying at the Faculty of Theology had a higher increase in helpfulness, unity, and solidarity factors after the project.

3.3. Investigating the Effects the Social Responsibility Projects Had on the National and Spiritual Values the Teacher Candidates Acquired Concerning Having Participated in a Previous Project or Not

Table 4 presents the data showing the level to which the teacher candidates gained values concerning having participated in a previous project or not:

Table 4. The Level to Which the Teacher Candidates Had Acquired Values Concerning Having Participated in a Previous Project or Not

Factor	Previously participated in a project	N	Pre-test				Post-test				Differen between tests
			\bar{X}	SD	t	p	\bar{X}	SD	t	p	
Honesty and Responsibility	Yes	86	3.51	0.62	0.85	0.39	4.02	0.82	0.81	0.41	No
	No	88	3.42	0.70			3.91	0.91			
Patience and Respect	Yes	86	2.73	0.94	0.60	0.54	3.50	0.93	0.93	0.35	No
	No	88	2.65	0.96			3.36	1.01			
Helpfulness	Yes	86	3.45	0.87	1.61	0.10	4.07	0.77	2.32	0.02*	Post-test > pre-test
	No	88	3.21	1.01			3.76	0.99			
Unity and Solidarity	Yes	86	3.60	0.65	1.40	0.16	4.00	0.72	2.10	0.03*	Post-test > pre-test
	No	88	3.45	0.82			3.73	0.94			
Patriotic Consciousnes	Yes	86	3.61	0.57	1.51	0.13	4.22	0.83	1.65	0.09	No
	No	88	3.45	0.79			3.98	1.02			
Importance of Family	Yes	86	3.48	0.58	1.46	0.14	4.02	0.75	1.65	0.10	No
	No	88	3.33	0.72			3.80	0.92			

*p<0.05

When examining the effects of social responsibility projects on national and moral values concerning whether if the participants have been previously involved in any professional development activities while at university, a significant difference is seen between the groups in two dimensions, one from each scale, the teacher candidates who had previous experience participating in a project had significantly higher ($p<0.05$) scores for the dimensions of helpfulness and unity-solidarity compared to those with no prior project experience. Considering the scores given by the participants to these two factors before the project, it is seen that there is no variance between the groups, but there is a difference after the project. Therefore, it has been determined that teacher candidates demonstrate the importance of participating in social responsibility projects to acquire pre-professional values.

4. Qualitative Results

The findings from the interviews carried out to determine the effect the social responsibility projects had on the teacher candidates' acquisition of national and moral values are shown in Table 5 with themes and codes:

Table 5. Qualitative Results

Theme	Code	n
Values acquisition	Positive effect	22
	Awareness	17
Contribution to the profession	Model applications	20
	Empathic perspective	14

This section provides the themes and codes along with the participants' views. Two themes were created according to the participants' opinions. The first theme was named values acquisition, under which the two codes of positive effect and awareness were established by considering the topics on which participants' opinions were most concentrated. The second theme was named contributions to the profession, under which the two codes of empathetic perspective and model applications were determined by considering the areas in which the participants' opinions were the most concentrated.

The first theme of values acquisition emphasizes teacher candidates' awareness through the project about teachers' role in values acquisition and transfer of values. Under the theme of value acquisition, all the teacher candidates stated that the project positively affected them and improved their values acquisition in the process. TF5 stated, "As teachers of the future, I think we must embody values such as responsibility, respect, helpfulness, unity, solidarity, and togetherness. I think this project also emphasizes these values through these aspects." TF3 stated, "This project drew my attention to unity, togetherness, and solidarity. I understood that the teaching profession requires having and maintaining your stated values. I realized I also need to have this awareness and responsibility."

Another point the teacher candidates emphasized under this theme was that they'd gained awareness of values education. The teacher candidates stated that even though they have these values, they lack the knowledge and skills to understand why these values should be taught and how they can be transferred. They stated the project had contributed much in this sense. TM16 said, "The training I have received and the activities I participated in during this project have significantly improved the situation I feel responsible for. There is a need to teach within society, technically and emotionally."

The second theme of contributions to the profession emphasizes that, due to the project, the teacher candidates had personally and professionally developed and could understand students better and find the correct methods. Almost all the teacher candidates stated that they had acquired model applications thanks to the experts' activities and the meetings with experienced teachers. TF8 said, "Yes, first of all, I think this project will help me in my profession in the future. Secondly, I think I will use the methods and techniques included in the practical activities in this project in my teaching life." TM19 said, "I believe it will be beneficial for my job. When I become a teacher, I will be able to transfer more permanent and effective information with what I have learned while teaching future generations thanks to this project." Another issue the teacher candidates focused on under this theme was the development of their empathic perspectives. The reason for this is that they had both met students and experienced teachers. They said these activities had improved their ability to look from multiple perspectives. TF11 said, "I think I've gained excellent and valuable knowledge and experience that I had not received in previous courses or seminars, expertise and experience that I will use when I enter the field directly. In addition, the most crucial point that made this project different was that we met both

students and experienced teachers. This gave me an empathetic perspective. I hope to use this knowledge soon while working in my teaching profession.

5. Discussion

This study includes the results of the social responsibility projects as part of the Teachers of the Future Project. The research was conducted using experimental methods to examine the impact the social responsibility activities the teacher candidates had voluntarily participated in had on their acquisition and transfer of national and spiritual values. The following findings were collected from the study carried out with 174 teacher candidates studying in various departments of universities in the Turkish Republic of Northern Cyprus in 2021:

The social responsibility activities in which the teacher candidates participated were determined to have significantly affected their acquisition and transfer of national and spiritual values. When examining the literature, it is seen that individuals are accepted to learn more from experiences in traditional classrooms through the experiences related to extracurricular education²⁸ that contribute to their socialization and have positive effects on their values.²⁹ The literature states that one of the models that can be used effectively in values education is project-based learning models that encourage active cooperation.³⁰ The literature additionally states values education positively contributes to individuals' personality development and helps them realize their social responsibilities.³¹ Çetinkaya's research revealed the social skills and self-efficacy levels of the teacher candidates from all departments who had participated in studies within the scope of the Social Work Practice course to show a significant and positive difference.³²

As an outcome of the social responsibility projects in which the teacher candidates participated, the teachers were determined to have achieved significant gains regarding honesty, responsibility, patience, respect, helpfulness, unity, solidarity, patriotism, and the importance of family. A study on transferring values recommended applying different values-teaching activities such as analyzing books, watching documentaries and movies,

²⁸ Yusuf Yıldırım, *Okul Dışı Etkinlik Temelli Değerler Eğitimi Programının Öğrencilerin Etkin Vatandaşlık Değerlerine Etkisi* (Sakarya: Sakarya Üniversitesi, Eğitim Bilimleri Enstitüsü, Doktora Tezi, 2019), 58.

²⁹ Aykut Emre Bozdoğan – Necati Yalçın, “Bilim Merkezlerinin İlköğretim Öğrencilerinin Fene Karşı İlgi Düzeylerinin Değişmesine ve Akademik Başarılarına Etkisi: Enerji Parkı”, *Ege Eğitim Dergisi* 7/2 (2006), 97.

³⁰ Şeyma Şahin et al., “Karakter ve Değerler Eğitimi Dersinin Proje Tabanlı Öğrenmeye Göre Düzenlenmesi”, *Ondokuz Mayıs Üniversitesi Eğitim Fakültesi Dergisi* 39/2 (2020), 361.

³¹ Hüseyin Algur, “Adaylık Eğitimi Alan Öğretmenlerin Değer Öğretimi Etkinlikleri Hakkındaki Görüşleri”, *Amasya İlahiyat Dergisi* 12 (2019), 324.

³² Çetinkaya, “Topluma Hizmet Uygulamaları Etkinliklerinin Öğretmen Adaylarının Sosyal Becerileri”, 633.

and visiting historical places and museums.³³ The current project had the teacher candidates meet experienced teachers, listen to their experiences in their professional lives, and take notes, after which the group also brainstormed about. The literature has stated that students gaining values benefit from activities that enable them to learn by doing and experiencing.³⁴ This study evaluated teacher candidates as having the highest score in the dimension of patriotism. Tarhan's study stated that teachers' patriotism contributes to teaching history and national values excellently.³⁵ Faiz et al.'s study also emphasized the importance of values education and teaching national values to acquire a sense of patriotism.³⁶

When examining the teacher candidates' acquisition of national and moral values concerning gender, no difference was observed between the groups. The literature has stated female teacher candidates have a stronger sense of global social responsibility.³⁷ When examining the national and moral values of the teacher candidates concerning their faculty of study, no difference was observed between the groups neither. However, despite the lack of any significant difference between them, it can be said that the students in the faculty of theology have been evaluated with higher scores in general for both scales. This is because theology departments require higher social skills as a field of study. Also, the teacher candidates studying in the departments of psychology or theology can be said to have higher levels of spirituality, empathy and greater social values compared to those studying in mathematics or science departments.³⁸

When examining the teacher candidates' national and moral values acquisition concerning having participated or not in any previous professional development activities related to teaching, those with prior experience participating were determined to have significantly higher levels of values acquisition in the dimensions of benevolence and unity-solidarity compared to those without. When looking at the literature, one study

³³ Süleyman Yiğittir – Adem Öcal, “Lise Tarih Öğretmenlerinin Değerler ve Değerler Eğitimi Konusundaki Görüşleri”, *Karamanoğlu Mehmetbey Üniversitesi Sosyal ve Ekonomik Araştırmalar Dergisi* 13/20 (2011), 123.

³⁴ Ginesar – Katılmış, “Sosyal Bilgiler Öğretmenlerinin Değerler Eğitimine Yönelik Sınıf İçinde ve Dışında Gerçekleştirdikleri Faaliyetlerin İncelenmesi”, 63.

³⁵ Emine Tarhan, *Vatandaşlık Bağlamında Sosyal Bilgiler Öğretmen Adaylarının Vatandaşlık Tutumları ve Görüşleri* (Bolu: Bolu Abant İzzet Baysal Üniversitesi, Eğitim Bilimleri Enstitüsü, Yüksek Lisans Tezi, 2019), 97.

³⁶ Melike Faiz et al., “Sınıf Eğitimi Öğretmen Adaylarının Vatandaşlık Değerine İlişkin Görüşleri”, *Türkiye Bilimsel Araştırmalar Dergisi* 6/1 (2021), 84.

³⁷ Fatih Yazıcı – Fadime Seçgin, “Tarih ve Sosyal Bilgiler Öğretmen Adaylarının Kontrol Odakları ve Küresel Sosyal Sorumluluk Düzeyleri Arasındaki İlişki”, *OPUS Uluslararası Toplum Araştırmaları Dergisi* 8/15 (2018), 1281.

³⁸ İzgar et al., “Öğretmen Adayı Üniversite Öğrencilerinin İnsani Değerleri Üzerinde Bir İnceleme”, 543.

examined the effects of community service activities on the teacher candidates' social skills and self-efficacy belief levels. It stated that these studies benefit the teacher candidates by raising their social sensitivity and awareness and being efficacious regarding their socialization.³⁹ Another survey on activities in values education stated the average scores for participants who'd taken the values education course to be higher than the average scores for those who hadn't.⁴⁰ Another survey on teacher candidates recommended things such as including case studies, modelling, making applications, watching historical films and documentaries, and taking trips to historical places to gain the values of patriotism, justice, and honesty.⁴¹

Conclusions and Implications

This research has examined the effects of professional development programs, group activities, and social responsibility projects for teacher candidates as part of the Teachers of the Future Project on their acquisition/transfer of national and spiritual values. The "single group pre-test-post-test model", which is an experimental approach, was used in the study. The research study group comprises 174 teacher candidates enrolled in the education and theology faculties of colleges in the Turkish Republic of Northern Cyprus in 2021. The research used two scales and a semi-structured interview form to reveal the effect of social and cultural activities on the acquisition of values. The most important result of the research is that education and activity-and-project-based practices applied beyond regular classes increase teacher candidates' level of acquired values. In addition, these practices and training have been determined to be more effective for teacher candidates who have previously participated in similar practices. The reason for this can be said to be the reflection of previous positive experiences. As an outcome of the activities within this project's scope, in particular, the increase in the teacher candidates' values levels for benevolence and unity-togetherness shows that cooperation-based and project-based education and practices are adequate concerning values education.

To adapt to the needs of the age, teacher education should be encouraged by giving information and having teacher candidates actively participate in events that will contribute to their professional development. In this way, the teacher candidates can develop their personal and professional skills while becoming more professionally involved in society. The activities used in the learning-teaching process have been said to make positive contributions to learning and transform it into an enjoyable and entertaining

³⁹ Alper Kesten et al., "Topluma Hizmet Uygulamaları Dersinin Toplumsal Bilinç Kazandırmadaki Etkisi", *Uludağ Üniversitesi Eğitim Fakültesi Dergisi* 27/2 (2014), 405.

⁴⁰ Algur, "Adaylık Eğitimi Alan Öğretmenlerin Değer Öğretimi Etkinlikleri Hakkındaki Görüşleri", 349.

⁴¹ Tercan Yıldırım, "Tarih Öğretmen Adaylarının Programdaki Değerlere İlişkin Değer Hiyerarşileri, Gerekçeleri ve Önerileri", *OPUS Uluslararası Toplum Araştırmaları Dergisi* 8/14 (2018), 312.

environment for students, motivating them to learn and arousing their curiosity. When considering this case, having the teacher candidates who will implement the activities in the classroom environment get acquainted with the activity concept early on is essential.

Based on these findings, it is recommended that teacher candidates engage in informal training, social responsibility initiatives, and values-based activities alongside their formal university education. It is also advised that university programs for teacher preparation collaborate more with other academic institutions and NGOs that offer educational services and even incorporate these initiatives into their training curricula.

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