A Proposed Model to Develop Social Responsibility Awareness in Primary School: “School Social Service Program”*

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Abstract

This study was conducted to evaluate the effects of the School Social Work Program on students' social behaviors in terms of learning outcomes. In the study, there is a program prepared with the aim of creating a model for the implementation of "School Social Work" practices in Turkey. The universe of the study is a secondary school determined by the District Directorate of National Education in Sakarya; and the study sample is 125 students at the 5th, 6th, 7th grade levels. The data of the study were collected with the Social Behavior Observation Form developed by the researcher. Before the School Social Work Program was implemented, a Social Behavior Observation Form, which was required to be filled in for each student, was distributed to the teachers. The program designed by the researcher was implemented for 6 months, and after the completion of the program, the Social Behavior Observation Form was distributed to the teachers again. In practice, it was observed that there was a significant difference at the beginning and end of the program in Social Behavior Observation Form measurements. With the data analyzed using the experimental model, one of the quantitative research methods, an increase was observed in students' social sensitivity, social responsibility and effective communication skills. The program has shown that students create positive attitudes in their social behaviors including doing good and they gain awareness about social problems. In this context, it is thought that the School Social Work Program improves the social responsibility awareness of the students and will contribute positively to the students' ability to create their plans for the future. At the end of this study, it has been suggested that school social work practices, which focus on the well-being of the student on the axis of problem-needs, aiming at the social development of the student as well as academic success, should be started in Turkey, so that students can gain experience by living, be aware of their individual differences, and benefit the society.

Reference Information / Atıf Bilgisi

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İlköğretimde Sosyal Sorumluluk Bilincini Geliştiren Bir Model Önerisi: “Okul Sosyal Hizmet Programı”*

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Öz

Bu çalışma, Okul Sosyal Hizmet Programı’nın, öğrencilerin sosyal davranışları üzerindeki etkilerini kazanım boyutunda değerlendirmek amacıyla yapılmıştır. Çalışmada “Okul Sosyal Hizmeti” uygulamalarının Türkiye’de uygulanmasına yönelik bir model oluşturması amacı ile hazırlanan bir program bulunmaktadır. Çalışmanın evreni Sakarya’da İlçe Millî Eğitim Müdürlüğü’nün belirlemiş olduğu bir ortaokul; çalışma örneklemi ise 5., 6., 7., sınıf düzeyindeki 125 öğrencidir. Çalışmanın verileri araştırmacının geliştirdiği Sosyal Davranış Gözlem Formu ile toplanmıştır. Okul Sosyal Hizmet Programı uygulanmadan önce, her öğrenci için ayrı doldurulması istenen bir Sosyal Davranış Gözlem Formu öğretmenlere dağıtılmıştır. Araştırmacı tarafından tasarlanan program 6 ay süre ile uygulanarak, programın tamamlanmasından sonra öğretmenlere tekrar Sosyal Davranış Gözlem Formu dağıtılmıştır. Uygulamada, Sosyal Davranış Gözlem Formu ölçümlerinde programın başında ve sonunda anlamlı fark olduğu gözlenmiştir. Nicel araştırma yöntemlerinden deneysel model kullanılarak çözümlenen veriler ile öğrencilerde, toplumsal duyarlılık, sosyal sorumluluk ve etkili iletişim kurma becerilerinde artış gözlenmiştir. Program, öğrencilerin iyilik yapmayı içeren sosyal davranışlarında da olumlu tutumlar meydana getirdiklerini ve sosyal sorunlar karşısında farkındalık kazandıklarını göstermiştir. Bu bağlamda Okul Sosyal Hizmet Programının öğrencilerin sosyal sorumluluk bilincini geliştirdiği ve öğrencilerin geleceğe ilişkin planlarını oluşturabilmelerine olumlu katkı getireceği düşünülmektedir. Bu çalışmanın sonunda, öğrencilerin yaşayarak tecrübe edinmeleri, bireysel farklılıklarının farkında olarak topluma fayda sağlayacakları, akademik başarının yanında öğrencinin sosyal gelişimini hedefleyen problem-ihtiyaç ekseninde öğrencinin iyilik haline odaklanan okul sosyal hizmeti uygulamalarının Türkiye’de başlatılması önerilmiştir.

INTRODUCTION

Education is evaluated not only as knowing and learning to do, but also as a process that includes learning to live together. According to Şentürk (2008), education is a process that affects social life. In this process, education creates a deliberate change in the behavior of the individual through his own life (Yeşilyaprak, 2006: 18). From pre-school to higher education; schools have great responsibilities in realizing it within the framework of scientific principles, universal values and secular education in line with national education goals.

In schools, the architects of the future, who are the most important element of the education system and affect the whole society, are raised. Therefore, the School Social Work Program is important. Social work focuses on meeting human needs and developing human resources (United National, 1999: 7). This situation also means interest in social events and social awareness. It could be argued that the greatest negative impact of developing technology is on social relations. Children of the computer age are experiencing socialization problems, and a generation is growing up unaware of social events. This situation has changed the definition of school, curriculum, teachers, parents and even students in today's society.

Along with the changes that took place in the 21st century, radical changes have also occurred in the educational paradigm. The new educational paradigm now includes human rights education, social life education, peace education and intercultural education. This change in the understanding of education necessitates giving more importance to the development of social responsibility awareness of students. As it is known, besides the education and training activities of the schools, there is also the task of developing the awareness of social responsibility in the students. As one of the institutions that contribute to the enrichment of social life (Aksoy, Çetin, & Sönmez, 2009), schools have the primary duty of ensuring the development, renewal and continuity of the society.

Social Responsibility in Educational Institutions

The issue of social responsibility in educational institutions in Turkey is evaluated in two dimensions. In the first dimension, students work in social responsibility projects and develop social responsibility awareness. The second dimension is to ensure that they take part in social responsibility projects during their study years. It is thought that including social responsibility projects in schools will contribute to both the development of students and the corporate culture.

Social responsibility can be defined as the contribution of the individual in kind and in cash to contribute to the solution of the problems observed in the society. As a concept that emphasizes both individuals and institutions in the literature, social responsibility definitions seem to emphasize the responsibility of institutions. Social responsibility defined as the responsibility of schools towards the environment they are in (Şencan, 1987) is also accepted as a requirement for schools. In this context, it is possible to say that schools are a laboratory in which the most important responsibilities are acquired due to their key role in the process of students' gaining social responsibility (Köknel, 1997).

According to Çankaya (2010: 83-89), social responsibility is the aspect of human being towards social life. According to Staub (1979), social responsibility is the production of appropriate behaviors, including prosocial behaviors, for the needs of others.

The concept of educational social responsibility in the literature is stated as the voluntary activities of schools for social development and increasing the quality of life (Bhagat, 2011). Recently, the concept of social responsibility has become more common in universities, with the widespread view that university students have an obligation to raise socially responsible individuals. Universities have a duty to "integrate all their services and activities with the needs of the society by actively participating in the society in an ethical and transparent manner aiming to meet the expectations of all stakeholders" (Vazquez et al., 2014). In the Social Activities Regulation of the Ministry of National Education, Primary

and Secondary Education Institutions, "Community service activities are included in order for students to grow up as individuals who are sensitive to their family, environment and society, have the awareness of voluntary work, solve problems and produce solutions, and have developed their skills to work in cooperation with official, private, non-governmental institutions and organizations" (<https://www.resmigazete.gov.tr/eskiler/2005/01/20050113-5.htm>, Retrieved: 25.06.2021). Students who act with a sense of social responsibility in their projects also take into account the effects of their behavior on society or the environment. Developing students' awareness of social responsibility will enable them to act with a sense of responsibility in social life. In this context, while the education process continues, it is important to create and develop social responsibility awareness.

Raising individuals with the knowledge, skills, values, attitudes and behaviors required by the global world also requires schools to develop a new vision. For this reason, an education that gives importance to the individual, focuses on the learner, is based on human and universal values, and provides the knowledge, skills and behaviors required by the global world gains importance. This is only possible with new training programs. The School Social Work Program applied in the research is a program designed in the light of this consideration.

Learning to learn through experiences gained in life will undoubtedly leave permanent marks on the students. Moreover, the spiritual satisfaction that the studies will create can positively affect students in many ways. It is stated that the School Social Work Program has a positive effect on the academic achievement of students (Schmidt et al., 2006). Democratic citizenship practices can provide important benefits in the education of youth by giving them a sense of "social responsibility" and instilling a confidence that they can change their environment.

In this context, in addition to today's teaching programs, the necessity of having a School Social Work Program emerges. In the understanding that the School Social Work Program is a core element in an education system, the most important features appear to be that it is practical, develops the social aspect of the student, strengthens the interaction with the society, and educates intellectual and conscious youth who fulfill the requirements of modern education.

Lessons such as Community Service Practices and Social Responsibility Project were started to be given in schools and the number of social responsibility club activities increased. However, these activities, projects and in-class activities aimed at providing students with social responsibility sensitivity, awareness and active working skills have not yet become sufficiently systematic, effective and widespread. Although there are many studies on social responsibility in the literature, these studies are generally social responsibility activities of institutions and organizations. At the same time, it is possible to state that there are studies on social responsibility activities in universities, but the number of social work activities aimed at developing social responsibility awareness in primary and secondary education levels is much less.

When the relevant literature is reviewed, many studies recently conducted in Turkey (Aksoy, Çetin, & Sönmez, 2009; Coşkun, 2009; Çuhadar, 2008; Dinçer, 2006) and abroad (Allen, 1997; Owen, 2000) have emphasized service practices that developed social responsibility awareness of students and the importance of educational institutions in raising conscious students. This could be observed in some secondary schools in Europe, such as the American School in London (<http://www.asl.org/page.cfm?p=311Volunteer>. Accessed on: 06 July 2021; Dinçer, Ergül, Şen and Çabuk, 2011: 22)

Students are asked to carry out social work application projects in order to discover and develop their talents, and it is seen that conscious youth creation practices are started at an earlier age. In this context, it is seen that educational institutions train students with a developed sense of social responsibility. It is thought that the School Social Work Program developed in this context will

contribute to the students.

In this study, first of all, the concept of social responsibility is mentioned, and social responsibility projects in schools are exemplified. Then, the results of the research carried out on the School Social Work Program within the scope of Community Service will be presented, and suggestions will be made for the implementation of the program that was carried out in order to develop social responsibility awareness in primary education.

Research Problem

The inadequacies of schools in social development are among the educational problems in many developed countries (Oliner & Oliner, 1988). In the studies conducted, programs supporting social skills were created (Schaps & Battistich, 1991; Battistich et al., 1991; Watson, Battistich & Solomon, 1997; Kusche & Greenberg, 1993; Stone & Dillihunt, 1978) and the contribution of these programs to the development of students in the future were observed to be sustainable. (Caplan, Weissberg, Grober, Sivo, Grady, & Jacoby, 1992). In our country, Turkey, it has been seen that programs related to social development have been implemented on a project basis in schools in recent years (Yeşilkayalı, E., and Meydan, S., 2017; Alptekin, K., Erdoğan, B., Akbaba, O. Eroğlu, Z., Yeğin, K., 2019).

In this context, the idea of "life experience" and "being a democratic citizen" (Çuhadar, 2008) that schools are expected to bring to students indicates that the *School Social Work Program* will fill an important gap. Setting out on similar examples in the world and as a result of various studies, the "School Social Work Programme", based on the opinions of teachers who spend a great amount of time with students, know them, know their needs and are responsible for developing their social behaviors and skills, was established to determine the level of realization of skills.

With the School Social Work Program, students are aimed to create transformations that leave positive and permanent traces in the society they live in, and at the same time to increase the social sensitivity of the students themselves. It also aims to develop and expand the potential of producing solutions and providing services at an earlier age.

Purpose of the Research

In this study, the effects of the School Social Work Program (SSWP) applied to 5th, 6th and 7th grade students are aimed to be examined on students' social behaviors. In line with this purpose, within the scope of the main problem as "What is the effect of the School Social Work Program on the social responsibilities of primary school students?", answers to the following sub-problems were sought:

1. Will SSWP create environments for students to develop positive social behaviors?
2. Will SSWP enable the use of peers as role models in the development of social behaviors?
3. Will SSWP strengthen social behaviors with positive reinforcers and ensure permanence in student behaviors?

Importance and Rationale of the Research

In the developing world, schools must ensure that students grow up as citizens who fulfill their social responsibilities since schools provide structured times that allow students to develop their experiences (Avaroğulları, 2009). The Ministry of National Education argues that the theoretical infrastructure on which the curricula are based should be based on a constructivist and applied understanding, not on rigid memorization (Çepni & Çil, 2009).

The School Social Work Program will be important to discuss and convey the value of pluralist and participatory democracy, "democratic state, state of law, social state" qualities as determined in the Turkish Main Constitution, and civil society and non-governmental organizations. The purpose of the School Social Work Program, which will be built on such a theoretical ground, will not be perceived as a kind of "philanthropy", but as contributing to democracy and participation.

With the School Social Work Program, the level of realization of social responsibility awareness

that students should have in primary education will be determined. Within the framework of this main purpose; local and global practices that support the social development of students in educational institutions are exemplified, and then the research and results of the School Social Work Program in a primary school are presented. Finally, the implementation details of the School Social Work Program and insightful suggestions are shared.

Method

Experimental model, one of the quantitative research methods, was used in this study. The experimental model is aimed at determining cause-effect relationships and is a research model in which data is produced under the control of the researcher (Karasar, 1999: 87).

"Uncontrolled Pre-Test and Post-Test Design" of the experimental model was preferred. In this model, which does not have a control group, the research group or groups are taken, and the success is determined by giving the test to the subjects before starting the experiment. After the experiment is over, the group or groups are tested again and the result of the experiment is evaluated according to the difference between these two tests (Kaptan, 1998: 81). The basic condition for a research to be experimental is that the subjects are determined by the random technique (Büyüköztürk, 2001: 4).

The Universe and the Sample

The universe of the research includes 220 students aged 12, 13, 14, studying in the 5th, 6th and 7th grades, studying in the spring semester of 2011-2012 academic year. Due to the difficulty of reaching the total number of students in the universe, the sample of the study consists of 125 students determined by the random (unbiased) sampling technique.

Data Collection Tool

Social Behavior Observation Form (SBOF) consisting of 35 items was used in the study. The purpose of the development of this form is to enable teachers to evaluate social behaviors of the students such as sensitivity to society, social responsibility, effective communication, awareness of social problems, and doing good deeds. Before developing the form, the "School Practices Handbook" (Baştürk and Kızılkaya, 2002: 46) was examined in order to provide students with appropriate behaviors. In addition, the opinions of the teachers about the social behaviors they deem deficient in the students were taken by the researcher. The target and behavior, which was determined through taking the opinions of the curriculum development experts, were given its final shape. In the form, critical behaviors, which are signs of learning levels, will be examined in line with the goals expected to be developed in that period (Özçelik, 1981: 40). Within the framework of the opinions received, questions were developed regarding social behaviors. A draft form consisting of 50 questions was prepared in line with expert opinions. The prepared form was applied to the students who did community service work in the social activities regulation and to the other group of students who did not do any community service work. Questions consisting of 35 items were prepared by taking the difficulty index of the items as .50 and the discrimination index of .40. This form was brought to the desired level by making calculations to be applied to other students. The Kuder Richardson formula (Bruning and Kintz, 1993: 275) was used to estimate the difficulty level of each item in the form and the reliability of a test. Cronbach-alpha value in the reliability analysis of the form (KR-20) was found to be 0.86.

Study Process

The study started with the distribution of 125 Social Behavior Observation Forms to the classroom teachers of the students. The implemented program lasted for 6 months. Before the program, each student's form was filled by the classroom teachers. After the program was over, the teachers evaluated the students with a new form. At the end of the study, two SDGF scores were formed for each student, at the beginning and at the end. While the teachers were filling out the forms for the second time, they did not take into account whether the students they evaluated participated in the program or

not. It was specifically stated to the teachers that they should fill in the forms according to the student's recent behavior, not according to the student's position in the program.

School Social Work Program

Coordinated with the community by a primary school, secondary school, higher education institution or a social work program, the School Social Work Program is a program designed to meet the needs of a community where students and participants learn and develop civic responsibilities through active participation. It is a well thought-out and organized program.

Content of School Social Work Program

The School Social Work Program has three basic principles. These can be listed as:

- Creating environments for students to develop positive social behaviors,
- Enabling them to use their peers as role models in the development of social behaviors,
- Strengthening social behaviors with positive reinforcements.

In line with these goals, the aim is to teach and develop social responsibility awareness in students.

The program covers various social services carried out in different places. Some of these services require students to participate in activities outside of the school. Examples of services included in the program include assisting a teacher in any course, helping those working in the school's lost-and-found office, working at charities, hospitals, orphanages on weekends. Each service includes hourly points that vary in difficulty. For example, helping the teacher in the classroom is worth 1 point/hour, while volunteering at a hospital on the weekend is worth 4 points/hour.

Within the scope of the program, the maintenance and needs of an elderly person in the village, the afforestation of the school garden, the maintenance of the trees, the recycling of the garbage, the collection of waste batteries from the household, the guidance of the illiterate elderly, the reading skills support for the first grade students with reading difficulties under the guidance of their teachers, organizing activities for the parents and hanging the prepared posters in certain places in the village, making awareness-raising activities on addiction issues, determining book reading days for the parents, reading newspapers or educational stories for the elderly once a week, garbage collection, care or visits of the lower class students. Services such as helping with lectures, homework and project work, and establishing a library by organizing a book campaign were also included.

The School Social Work Program will generally enable students to integrate with the society, in particular, it is thought that it will contribute to the students' awareness of social responsibility and to the development of fulfilling their civic duties on the way to being a good person.

Implementation of School Social Work Program

One week before the start of the program, a detailed letter stating the content of the program to be implemented was distributed to all students in the group.

The social services performed by the students in the experimental group were documented by the responsible persons in the departments where the service was carried out. Documents were collected by the school's guidance service. Each week, the student's scores were collected and organized and exhibited at the school by being included in one of the honor lists. In this way, students participating in the program became role models for others. The duties of the teachers involved in the program in the research were limited to completing the SBOF for each student.

Analysis of Data

In this study, in order to determine the behavioral changes caused by the School Social Work Program on students, the pre-test was administered before the program implementation and the post-test was administered after the implementation. This aimed to reveal whether the change in student

behavior following the program was meaningful or not.

This kind of pattern, which is defined as the repeated measures, can be said to have a single factor (Büyüköztürk, 2002: 64). Therefore, mean (X), standard deviation (S) and "t" test (Paired Samples T-Test) applied for related samples were used in data analysis. The significance of the obtained data was tested at the 0.05 significance level. The data obtained from the findings were analyzed using the SPSS 24 statistical analysis program.

Results

The pretest and posttest data of the program applied to the students in this study are tabulated and interpreted as in the following:

The by-gender comparison of the 5th, 6th and 7th grade students of the school in which the School Social Work Program was implemented is shown in Table 1.

Table 1. Demographic Distribution of Students

Gender	Frequency(f)	Percent
Male	53	42,4
Female	72	57,6
Total	125	100
Age	Frequency (f)	Percent
12	27	21,6
13	45	36,0
14	43	34,4
Total	125	100
Grade Level	Frequency (f)	Percent
5. grade	26	20,8
6. grade	49	39,2
7. grade	40	32,0
Total	125	100

According to the findings in Table 1;

It was determined that 42.4% (f=53) of the students participating in the study were boys and 57.6% (f=72) were girls; 21.6% (f=27) were 12 years old, 36.0% (f=45) were 13 years old and 34.4% (f=43) were 14 years old; It was seen that 20.8% (f=26) were at the 5th grade level, 39.2% (f=49) were at the 6th grade level, and 32.0% (f=40) were at the 7th grade level.

Table 2: T-test Results of Pretest and Posttest Mean Scores of Behavioral Changes to Increase Sensitivity to Society

SENTOSOC	N	X	S	t	p
(SENTOSOC) Pretest	125	17,6880	2,70429	-36,671	,000*
(SENTOSOC) Posttest	125	27,7360	1,93501		

In Table 2, it was observed that there was a significant increase in the positive behavioral changes related to the sensitivity of the students to the society after the School Social Work Program [t(124)= -36.671, *p<.001]. While the average of the pretest scores of the students before the program was X=17,6880, the average of the posttest scores increased to X=27,7360 after the program implementation. According to this finding, it was determined that the "School Social Work Program" caused positive

behavioral changes on students in activities aimed at increasing their sensitivity to society.

Table 3: T-test Results of Pretest and Posttest Scores Related to Social Responsibility Activities

SOCIALRESP	N	X	S	t	p
(SOCIALREPS) Pretest	125	2,0000	,96720	-8,936	,000*
(SOCIALRESP) Posttest	125	2,9840	,82290		

In Table 3, it was observed that there was a significant increase in the positive behavioral changes related to social responsibility following the implementation of the School Social Work Program. [$t(124) = -8,936$, $*p < .001$]. While the average of the pre-test scores of the students about orientation and explanations before the program implementation was $X=2,0000$, the average of the posttest scores increased to $X=2,9840$ after the program. According to this finding, it was determined that the "School Social Work Program" caused positive behavioral changes on students in activities aimed at increasing their social responsibility.

Table 4: T-test Results of Pretest and Posttest Scores Related to Effective Communication Skills

COMMSKILLS	N	X	S	t	p
(COMMSKILLS) Pretest	125	1,8960	,94889	-14,731	,000*
(COMMSKILLS) Posttest	125	3,2960	,67231		

In Table 4, it was observed that there was a significant increase in the positive behavioral changes related to the effective communication skills of the students after the implementation of the School Social Work Program [$t(124) = -14,731$, $*p < .001$]. While the average of the pretest scores of the students related to the questioning exercises before the program was $X=1,8960$, the average of the posttest scores after the program increased to $X=3,2960$. According to this finding, it was determined that the "School Social Work Program" caused an increase in students' behaviors related to effective communication skills.

Table 5: T-test Results of Pretest and Posttest Scores on Developing Positive Attitudes in Social Behaviors Including Doing Good

DOINGGOOD	N	X	S	t	p
(DOINGGOOD) Pretest	125	2,4320	,97828	-12,311	,000*
(DOINGGOOD) Posttest	125	3,5280	,62959		

In Table 5, it was observed that there was a significant increase in the positive behavioral changes related to the positive attitude of the students in social behaviors including doing good after the implementation of the School Social Work Program [$t(124) = -12,311$, $*p < .001$]. While the average of the pretest scores of the students related to social behaviors including doing goodness before the program was $X=2,4320$, the average of the posttest scores after the program increased to $X=3,5280$. According to this finding, it was determined that the "School Social Work Program" created positive attitudes in social behaviors including doing good.

Table 6: T-test Results of Pretest and Posttest Scores on Raising Awareness of Social Problems

AWARENESS	N	X	S	T	p
(AWARENESS) Pretest	125	1,8560	1,01365	-13,543	,000*
(AWARENESS) Posttest	125	3,0880	,85209		

In Table 6, it was observed that there was a significant increase in the positive behavioral changes of the students related to gaining awareness about social problems after the implementation of the School Social Work Program [$t(124) = -13,543$, $*p < .001$]. While the average of the pretest scores of the students related to awareness raising activities against social problems before the program was $X = 1,8560$, the average of the posttest scores increased to $X = 3,0880$ after the program. According to this finding, it was determined that the "School Social Work Program" caused a behavioral change on students in activities related to raising awareness about social problems.

Table 7: T-test Results of Pretest and Posttest Scores Related to Activities to Increase Self-Efficacy Skills

SELF-EFFICACY	N	X	S	t	p
(SELFEFFICACY) Pretest	125	1,6800	,98865	-12,645	,000*
(SELFEFFICIAACY) Posttest	125	3,0960	,77693		

In Table 7, within the scope of the study, it was observed that there was a significant increase in behavioral changes in studies aimed at increasing students' self-efficacy skills after the School Social Work Program [$t(124) = -12,645$, $*p < .001$]. While the average of the pretest scores of the students related to planning and sequencing the activities before the program was $X = 1.6800$, the average of the posttest scores after the program increased to $X = 3,0960$. According to this finding, it was determined that the "School Social Work Program" caused behavioral changes on students in activities aimed at increasing their self-efficacy skills.

Discussion

In this study, which was carried out within the scope of the program prepared for the implementation of the School Social Work Program, the aim was to examine the effects of the intervention program on the social behaviors of primary school students at school. For this reason, the results of the study under this title will be discussed in the context of the relevant literature. As a result of the analyzes conducted in this study, it is seen that the School Social Work Program positively affected students' perceptions of social responsibility and students have gained awareness.

According to Varış (1998), the criteria that determine the content of a program are to target academic success, contribute to the individual development of the student and provide social benefits. Considering these criteria, the necessity of a program such as school social work practices comes to the fore. The results support the findings of Ayvaci and Akyıldız (2009: 102-119). Sağlık (2021) doctoral dissertation titled "Examination of the Opinions of Managers, Teachers and Guidance Teachers on the Necessity of School Social Work in Secondary Education: Mixed Pattern Research" explains the necessity of school social work, which will increase the quality of education and ensure the academic and psychosocial productivity of the secondary education generation. Positive results could be seen in the case of Yalova in terms of pointing out school social work practices in secondary education examined through this study. In this respect, the study overlaps with the literature.

Another study is the "School Social Work Practice" implemented in Konya between 2017 and 2019. As a result of the "School Social Work Project" carried out in a primary school, two secondary schools and a vocational high school, it was found that schools mediated to increase student and society interaction. Another remarkable finding is that communication progresses more rapidly in primary school students whereas it progresses more slowly as the age of the students increases (Alptekin,

Erdoğan, Akbaba, Eroğlu, Yeğın, 2019: 102). As a result of the research, it was stated that the family-school relationship was stronger in primary school and the family-school unity decreased at the end of secondary school. In this context, an important mission was attributed to school social work practices in order to strengthen the family-school bond. These results are supported by other findings of this study.

Yeşilkayalı and Meydan (2017) carried out a pilot project in order to create a model for the implementation of the "school social service" system in our country. It was found that the students in the secondary school where the research took place did not develop socio-culturally and had problems outside their own environment.

When the findings of this study on social awareness are supported by the above studies, it can be stated that the majority of secondary school students increase their social awareness through school social work practices.

A similar program to the School Social Work Program is Community Service Practices. In our country, it is seen that community service practices take place in university-level programs. However, when we look at the practices abroad, it is known that community service practices are applied in education from pre-school to university. In this context, when the relevant literature is reviewed, it is observed that there are many studies on community service practices (Arkün and Seferoğlu, 2010; Dinçer et al., 2011; Sour and Cinoğlu, 2012; Talaş and Karataş, 2012; Haktanır, Akgün, & Duman, 2013; Ergül et al. Kurtulmuş, 2014; Shirtless and Kılınç, 2015; Çelebi, 2016; Korkmaz & Küçüköğlu, 2017; Kımter, 2017; Aydın & Dilmaç, 2018; Zülküfoğlu & Soydan-Yılmaz, 2019).

Research reveals that community service practices increase social awareness. Kesten, Köçer and Egüz (2016) found that community service practices are very important in terms of raising social awareness in their study called "The Effect of Community Service Practices Course on Raising Social Awareness". The fact that 58 studies in the field of Community Service Practices show that community service practices are given great importance (Noyan & Kesten, 2020). On the other hand, research indicates that community service practices support the development of self-confidence, self-control and problem-solving skills in individuals (Çoban, Kuşkaya, & Ağırbaş, 2010; Gökçe, 2011). In this context, it is possible to say that community service practices bring important values to teacher candidates.

Researches on Community Service Practices indicate that service practices stand out in institutions providing teacher education. In addition to educational institutions, studies were also conducted in non-governmental organizations and social responsibility clubs. However, it is not a desirable situation for the practices to be limited to the institutions providing teacher education in order to achieve the expected gains. It is necessary to carry out studies on community service practices at primary and secondary education levels.

In addition to the information gathered through SBOF in the study, it was observed that the teachers and school administrators in the experimental group verbally expressed a number of positive changes in the attitudes of the participants such as increase in self-confidence in girls and empathy skills in boys. Another interesting finding is that SSWP is more effective on 13 and 14 years old (6th and 7th grade) than 12 year old (5th grade) subjects. This supports the findings in the literature that helping behaviors are better internalized in older ages (Rushton, 1982). Helping and benevolence behaviors are learned in different ways at different stages of development. In parallel with this situation, it was observed that among the students who actively participated in the social work program in the study, older students in terms of age benefited more from the program.

Conclusion and Recommendations

When the findings of this study are evaluated together with the results of the literature research on the subject, it is concluded that the School Social Work Program has a positive effect on the attitudes and behaviors of the students. After the School Social Work Program, it was found that there was a

significant increase in the behavior changes related to the awareness of the students towards the society, social responsibility, non-governmental organizations around them, and consciousness for the social problems and social events discussed in the environment and throughout the country. According to the findings of the research, it was observed that the School Social Work Program increased the positive social behaviors of the students including helping, empathy, social awareness and doing good. The findings support the hypothesis that social behaviors and positive attitudes can be developed and promoted with appropriate education.

In addition to the findings, it was observed that the subjects exhibited some unexpected positive behaviors in the information received from institutions and organizations and other school officials. During the 6-month program, students were strictly informed that they would not be able to get extra points even if their weekly point quota was met. Accordingly, it was observed that some students continued their helping behavior after they had filled their quotas. For example, after the program ended, some students continued with the social services they liked best. However, it was observed that some students did not want their names to be included in the lists and stated that they did not need to receive an award as a reason for their desire to be kept anonymous. Although this seems to contradict the psychological reinforcement principle underlying the program at first glance, it actually reveals the philosophy of education. Students who took the program were not forced to do good. On the contrary, this program helped made them realize human issues and situations that they had not seen before or they had underestimated in the past.

The findings demonstrate that school social work should be implemented within the framework of activities by keeping the cognitive processes of the students in the foreground in order for students to gain the foundations of social responsibility awareness at an early age and to raise them as individuals sensitive to social problems.

As stated earlier, this study was implemented in one semester of the academic year. As the study results suggest, schools with social responsibility programs are of great contribution when they are organized and carried out with activities that can reach high social standards.

The period in which students develop their consistency in their behavior and their sensitivity towards society is primary education period. When the findings of this study and the findings of other studies in the related literature are correlated, it underlines the potential impact of community service programs on primary school youth in our country.

It unearths that in order to use the School Social Services Program effectively, it should be applied to groups over the age of 12. However, in order to generalize these findings to the general population, more detailed studies are required in groups over 13 years of age. The findings of this study though suggest that different programs designed and developed can also be used to improve the social skills of children under the age of 13.

This program has a greater effect on 13 and 14 years old (7th and 8th grades), and these age groups are in the preparatory period for Anatolian, Science High Schools or private high schools. Due to the stress involved in this challenging examination process, there is a possibility that self-efficacy skills will be negatively affected. In this study, it was observed that 6th and 7th grade students benefited more from the School Social Work Program, although they were under greater academic pressure. Significantly increased positive social behaviors during this period may indicate that the School Social Work Program has created some form of protection against the destructive effects of competition in the educational environment. There is a need for more comprehensive research on the stress levels and program effects on this developmental period.

If the School Social Work Program is carried out in accordance with the purpose in educational institutions, the students in the schools where the program is implemented will become community

service volunteers. It has been concluded that the objectives will be achieved.

It was stated that the students in the school where the School Social Work Program was carried out tended to develop positive self-esteem and self-confidence. Educational programs that include community service will help students realize their potential to help and do good, as they begin to look more realistically at their personal problems. In summary, such volunteer activities encourage students to be more productive and participate more in society. The above-mentioned findings show that such education has significant effects. Curriculum development specialists and education administrators in Turkey should create educational programs that will contribute to the development of positive social behaviors, and adapt these programs according to student characteristics such as age group, socioeconomic status, and environmental problems.

The structure and content of this research is limited to the interpretations aimed at improving the social behaviors of primary school secondary school students in our country. However, as seen in the findings, if such programs are implemented, they can have very important effects on the Turkish education system, therefore, more research is needed. The effects of the School Social Work Program on students are also important in terms of revealing the deficiencies of the value system related to education in Turkey. It is considered necessary that these shortcomings should motivate future studies to resolve them and that the philosophy behind the education processes in our country should be reconsidered.

From this point of view, it is necessary to act with an understanding of education that encourages critical and creative thinking, is based on cooperation and volunteerism through showing sensitivity to social needs as in the School Social Work Program. School social work should be started in Turkey in order to activate the domestic resources of the society and to lead further social projects.

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