

The Effect of Responsibility-Based Activities in Social Studies Course on Gaining the Value of responsibility to students¹

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Abstract:

This research aims to reveal the effect of responsibility-based activities applied in the 5th grade Social Studies course on students' value of responsibility. For this reason, a mixed-method consisting of quantitative and qualitative data was used in the study. Explanatory sequential design, one of the mixed-method research types, was used. In this context, the quantitative data tools used in the research are the individual and social responsibility scale and the achievement test. Also, the qualitative data tool is a semi-structured interview form. The sample group of this research is 5th-grade students in two secondary schools located in the center of Yalova, under the Ministry of National Education in the 2019-2020 academic year. The application part of the research was carried out according to the experimental design with pre-test and post-test control groups. The SPSS program was used to analyze the quantitative data. In addition, t-tests for independent and dependent groups, Anova, Split-Plot Anova for one-way and repeated measurements, and Wilxocan Signed Ranks test for non-parametric tests were used to analyze quantitative data. Content analysis and descriptive analysis were performed for qualitative data. According to the research results, there was a significant difference between post-test achievement scores of the experimental and control groups. This difference shows that the responsibility value applied in the experimental group positively affects the activity-based teaching process. There was also a significant difference between the post-test attitude scores of the experimental and control groups. According to the results obtained from the qualitative data, teaching the value of responsibility through activities increased the students' success. It supported them to exhibit positive attitudes and behaviors. Moreover, in the Social Studies course, the responsibility value activities created according to various teaching methods and techniques contributed to creating an interesting, entertaining, enjoyable, and positive learning environment.

Keywords: Social Studies, Responsibility, Value education, Activity-based education, Activity-based value education

Introduction

To raise effective and productive citizens, which is one of the most important goals of the

¹ This research emerged from the first author's doctoral thesis

Social Studies course, it is aimed to train qualified individuals with different characteristics such as being active in the lessons, participating in activities, asking questions, producing solutions to problems, fulfilling their responsibilities, cooperating, and participating in group work. There is an increasing need for individuals who fulfill their responsibilities to find solutions for the weakening of family ties, the adverse effects of technology, drug use, environmental and natural disasters, air pollution, water problem, hunger, migration, digital theft, tax evasion, the introduction of unhealthy products, excessive consumption, and infectious diseases (Covid-19). Recent developments affect the curricula and the contents of the textbooks. For these reasons, it has revealed how critical the knowledge, skills, values, and attitudes taught in school are.

The problems that have occurred in social structures recently have turned into a situation that harms the continuity and integrity of the social structure. When some solutions are produced on these problems, societies can continue their existence under the conditions of the day (Sönmez & Receptoğlu, 2019) because a generation that grows up with global education is expected to take responsibility at the local level. In this direction, it is necessary for individuals to be aware of their multifaceted and individual responsibilities and to be strengthened, based on the principles of learning to live together (Genç & Kınasakal, 2019). As can be understood from these explanations, the necessity of value education emerges.

According to Doğan (2008), activity-based teaching can teach skills and values effectively. Thus, the student can effectively learn his/her fundamental rights and responsibilities in society and act accordingly. It also enables the formation of a democratic social structure. Values are classified based on purpose, target, content, dimension, feature, quality, and similar features (Rokeach, 1974; Schwartz, 2012; Milli Eğitim Bakanlığı [Ministry of National Education], 2005a; 2018b; Ulusoy & Arslan, 2019; Tezcan, 2018). Values vary according to society, culture, and location. Thus, it is essential to teach correct universal values, mainly based on local cultural characteristics. With activity-based teaching, students can learn the value of responsibility together with both their knowledge and affective characteristics. In addition, activities are one of the critical teaching tools of the Social Studies course curriculum.

In the relevant literature, activity-based teaching is characterized by different names such as active-based, active-based teaching, constructivist teaching, design-oriented teaching, and action research (Margaryan, Collis & Cooke, 2004; Kelly, 2010; Silberman; 2016; Borich, 2017). Recently, it is thought that the value of responsibility can be taught more effectively thanks to teaching approaches different alternatives such as memory, play, education with games, education with maps, melody-song, argumentation, augmented reality, stories, culture, poetry, pictures, and photographs, out-of-class education, teaching with religious and moral values, teaching with performing arts (Sever, 2020). In the research, responsibility is related to behavior and attitude (Wright, 1973), especially at school. It will be important for the individual to have a respected, qualified, positive attitude and behavior in society/her later life. Suppose the teaching of cultural values at school is accepted as a responsibility. In that case, it can contribute to the development and strengthening of responsibility by integrating it with knowledge, skills, attitudes, and values (Francis, 1980). It is thought that better results can be obtained by employing activity-based teaching activities to develop responsibility. It has been determined that the value education given in schools effectively affects the individual's personality development and affects the individual's value perceptions (Ray, 1992). Values affect the lives, attitudes, and behaviors of individuals. Also, they contribute to the development of students' practical and creative thinking, problem-solving and critical thinking skills (Bullock, 1988). Cognitive teaching of responsibility occurs at certain stages, and the concept of responsibility has comprehensive and unifying qualities (Vincent, 2011).

Thus, individuals can learn the concept of responsibility and exhibit positive attitudes and behaviors that fulfill their responsibilities.

The program's focus is on activities since the structuring of acquisitions, skills, and values in the Social Studies curriculum according to the interests and needs of the students depends on the activities to be implemented both inside and outside the classroom. Studies on responsibility generally focus on values education, character, and moral development. However, experimental studies on responsibility as a value show that the teaching process with activities affects students' positive attitudes and behaviors. Hence, in some related research topics related, we see that studies such as families, schools and values (Lang, 2005), values and ethics in schools (Lovat, 2005), attitudes, beliefs and values in education (Aspin, 2005), values education (Taylor, 2005), values in school planning (Caple, 2005) and basic theory of values (Schwartz, 2012) are in the dimensions of value, value education, and school. As understood from these researches, providing values education for a healthy and peaceful society is essential. Because, thanks to the value of responsibility, students can have helpful, respectful, constructive, positive attitudes and behaviors in school, family, and society.

Responsible individuals are those who realize these problems and produce solutions for them. It can only be achieved through responsibility education. In this context, it is thought that students' level of success, attitudes, and behaviors will develop positively with the activity-based teaching of the value of responsibility. Considering these explanations, the focus problem of this study is whether the responsibility-based activities applied in the 5th grade Social Studies course affect gaining the value of responsibility. In line with this problem, answers to the following sub-problems were sought.

1) According to the activity-based teaching of the value of responsibility, is there a significant difference between the pre-test and post-test achievement scores of the experimental and control group students in the Social Studies course?

2) Do the experimental and control group students' pre-test and post-test achievement scores significantly differ according to various variables (gender, family income level, family occupation level, family education level) in the Social Studies course?

3) Is there a significant difference between the experimental and control group students' pre-test and post-test achievement scores in the Social Studies course?

4) Do the pre-test and post-test achievement scores of the experimental and control group students show a significant difference according to various variables (gender, family income level, family occupation level, family education level) in the Social Studies course?

5) What are the opinions of the 5th-grade students on the activity-based teaching process of the value of responsibility in the Social Studies course?

Method

This study aims to determine the effect of responsibility-based activities applied in 5th grade Social Studies course on gaining the value of responsibility. In this study, a mixed-method was used, in which quantitative and qualitative research data were used together. The main feature of this research method is to make a better sense of the research problem by using quantitative and qualitative data together (Creswell & Plano Clark, 2020). In this context, explanatory sequential design, one of the mixed-methods research types, was used. In this process, the researcher supports qualitative and quantitative data (Creswell & Plano Clark, 2020; Creswell, 2021). In this study, the application process was designed and applied according to the pretest-posttest experimental design with the control group to reveal the difference between the experimental and control groups. In

such experimental studies, a comparison is made according to the experimental and control group variables, and then the effectiveness of the applied teaching process is evaluated in general (Ekiz, 2020).

Study Group

It can be said that the sample size of the research is determined by the research model, the purpose of the study, the cost, and control difficulties. (Büyüköztürk, Çakmak, Akgün, Karadeniz & Demirel 2014; Karasar, 2018). A random sampling method was chosen following the experimental design in this study. The most important feature of this method is that the probability of selecting the units sampled in the study group is similar (Büyüköztürk et al. 2014). In this context, the sample of this study consists of 5th-grade students in two secondary schools affiliated to the Ministry of National Education located in the city center of Yalova, in the Marmara Region. 15 students in class 5-A in secondary school A were selected as a group in which the experimental procedure was performed. In the 5-B class of secondary school B, 22 students were selected as the control group. Before determining the study group, the researcher obtained general information about the student profiles, socio-economic level, success level, school grades, and physical characteristics of the school. Participation in the research was done voluntarily. The total number of students participating in the study is 37. The processing process was carried out in the experimental group according to the activity-based teaching process. The processing process of the control group was carried out according to the usual MEB curriculum.

Data Collection Tools

Data collection tools were determined under the methodology of this study. Individual and social responsibility scales and academic achievement tests were used as quantitative data tools. The individual and social responsibility scale was developed by Li et al. (2008) and later adapted into Turkish by Filiz & Demirhan (2015). This scale is a 6-point Likert-type scale consisting of 13 items. All items are unidimensional, and there are no reverse-scored items. The validity and reliability study of the individual and social responsibility scale was carried out. The internal consistency coefficient of the scale is *Cronbach alpha* correlation coefficient $\alpha=0.883$. Explanatory Factor Analysis results were obtained according to the measurement of *Kaiser-Meyer-Olkin* (KMO). According to these measurement results, the KMO value was calculated 0.806, and the Chi-Square value was significant according to Bartlett's Sphericity test ($p<.05$).

The researcher developed the achievement test, piloted it first, and then applied it to the experimental and control groups. Before creating the achievement test, the literature was reviewed. A responsibility-based achievement test pool was created, taking into account the achievements in the learning areas of *production, distribution, and consumption*, and *active citizenship*, which included responsibility-based issues in the Social Studies course. The procedures for the achievement test were created entirely according to the specification table. Initially, 50 questions were created. Afterward, seven field experts from different universities were consulted on this achievement test regarding language, meaning, subject integrity, acquisition, and relevance to the value of responsibility. Some questions were omitted by the expert opinions and recommendations, and the number of questions was reduced to 35 in total. *Cronbach alpha* reliability coefficient of academic achievement test is $\alpha=0.865$.

Qualitative data tools were also used in this research to support and compare quantitative results. For this reason, the interview method, one of the qualitative data collection tools, was used in the research. A semi-structured interview form was used among the interview method. The

interview form about the value of responsibility was applied to the experimental group students. In addition, interviews were conducted with the parents of the experimental group students. Since the 5th-grade Social Studies course is 3 hours a week, the activity-based teaching process was also carried out according to this time. For this reason, the 12-week implementation process took a total of 36 hours. In this process, in the Social Studies course, topics in the learning areas of *production*, *distribution*, *consumption*, and *active citizenship* were taught with responsibility value-based activities. The control group was done according to the standard MEB curriculum.

Data Analysis

The data collected with quantitative data tools were processed according to the SPSS 22 program in this study. It was checked whether the data showed normal distribution. As a result, it was determined that the achievement test data showed a normal distribution. Since the data obtained from the individual and social responsibility scale did not have a normal distribution according to some variables, and the homogeneity of the variances could not be ensured, non-parametric tests were used for these sub-questions. This study used t-tests for parametric data, *Anova* and *Split-Plot Anova* for repeated measurements. Also, for non-parametric data, the *Wilcoxon Signed Ranks* test was used. The results of the analysis of the quantitative data were tabulated and interpreted in the findings section. The achievement test was prepared following the topic and achievements, and the content validity of the tests was ensured and presented to expert opinions. In the analysis of the data in the pilot application of the achievement test, the *TAP* (test analysis program) program was used. In the qualitative data analysis, support was received from field experts, measurement and evaluation experts. As a result of their feedback, both content and descriptive analysis were used to analyze the data on the value of responsibility. In this context, the data presented in the tables are supported and interpreted with direct quotations. *Cronbach alpha* reliability coefficient of the achievement test was determined as $\alpha=0.865$. The internal consistency reliability coefficient of the individual and social responsibility scale was $\alpha=0.883$. With this result, it can be interpreted that the measurement tools were valid and reliable measurement tool.

Findings

In this section, findings obtained from the qualitative data analysis are included. The sub-problems of the research are answered in order.

3.1 The problem question "According to the activity-based teaching of the value of responsibility, is there a significant difference between the pre-test and post-test achievement scores of the experimental and control group students in the Social Studies course?" was answered.

Table 1. T-test results regarding the pre-test and post-test achievement scores of the experimental and control group students

Process	x	df	sd	t	p
Pre-test	5.50	32.944	6.70	.821	.418
Post-test	20.54	32.675	5.47	3.752	.001

According to the t-test results for independent groups in Table 1, there was no significant difference between the experimental and control group pre-test scores [$t_6= 0.821$ $p<.418$]. At first, it was determined that they received scores with similar characteristics. However, there was a

significant difference between the post-test achievement scores of the experimental and control groups [$t_5 = 3.752$ $p > .001$]. This difference in the experimental group can be interpreted as the value of responsibility positively affecting students' achievement scores of the activity-based teaching process.

3.2 The problem question "Do the experimental and control group students' pre-test and post-test achievement scores significantly differ according to various variables (gender, family income level, family occupation level, family education level) in the Social Studies course?" was answered.

Table 2. T-test results regarding the pre-test and post-test achievement scores of the experimental and control group students according to the gender variable

Group	gender	process	x	ss	sd	t	df	p
Experiment	Male	Pre-test	7.28	5.76	2.17	-3.344	6	.016
		Post-test						
	Female	Pre-test	-4.87	11.6	4.10	-1.188	7	.274
		Post-test		0				
Control	Male	Pre-test	25.50	27.8	8.80	2.897	9	.018
		Post-test		3				
	Female	Pre-test	-	23.74	6.85	-	11	.510
		Post-test	4.66			681		

In Table 2, there was a significant difference between the pre-test and post-test achievement scores of the males in the experimental group according to the gender variable [$t_{2nd} = -3.344$ $p > .016$]. There was no significant difference between the pre-test and post-test achievement scores of the females in the experimental group [$t_4 = -1.188$ $p < .274$]. According to the results in the control group, there was a significant difference between the pre-test and post-test achievement scores of the males [$t_8 = 2,897$ $p > .018$]. It was determined that there was no significant difference between the pre-test and post-test achievement scores of female students in the control group [$t_6 = -681$ $p < .510$].

Table 3. Anova results regarding the pre-test and post-test achievement scores of the experimental and control group students according to the family income level variable

Group	Process	KT	df	KO	f	p	
Experiment	Pre-test	Intergroup	126.310	2	63.155	.304	.743
		In-group	2491.690	12	207.641		
		total	2618.000	14			
	Post-Test	Intergroup	37.452	2	18.726	.135	.875
		In-group	1658.548	12	138.212		
		total	1696.000	14			
Control							
	Intergroup	3260.000	2	1630.000	2.641	.097	

Pre-test	In-group total	11727.500 14987.500	20 22	617.237		
Post-Test	Intergroup In-group total	84.055 10039.400 10123.455	2 20 22	42.027 528.389	.080	.924

According to the results of *Split-File Anova* in Table 3, there was no significant difference between the pre-test and post-test achievement scores of the experimental group students according to the family income level variable [$F(2, 1658) = .135$; $p < .875$]. According to the family income level variable, there was no significant difference between the students' pre-test and post-test achievement scores in the control group.

Table 4. Anova results for the pre-test and post-test achievement scores of the experimental and control group students according to the mother's occupation variable

Group			KT	df	KO	f	p
Experiment	Pre-test	Intergroup	326.900	3	239.273	1.385	.299
		In-group	2291.100	12	172,744		
		total	2618.000	15			
	Post-Test	Intergroup	87.600	3	62.485	.456	.719
		In-group	1608.400	12	137.140		
		total	1696.000	15			
Control	Pre-test	Intergroup	693.229	1	693.229	.970	.336
		In-group	14294.271	21	714.714		
		total	14987.500	22			
	Post-Test	Intergroup	1886.371	1	1886.371	4.580	.045
		In-group	8237.083	21	411.854		
		total	10123.455	22			

According to the results of *Split-File Anova* for repeated measurements in Table 4, there was no significant difference between the pre-test and post-test achievement scores of the experimental group students according to the mother's occupation variable [$F(3, 1608) = .456$; $p < .719$]. While there was no significant difference between the pre-test achievement scores of the students in the control group according to the mother's occupation variable, there was a significant difference between the post-test achievement scores [$F(1, 1886) = 4.580$; $p > .045$].

According to the father's occupation variable, there was no significant difference between the pre-test and post-test achievement scores of the experimental group students [$F(2, 510) = 1.075$; $p < .419$]. *Anova* was used for repeated measurements to look at the difference between the pre-test and post-test achievement scores of the experimental and control group students according to the education level of the father and mother. As it can be understood from these findings, there was no significant difference between the pre-test and post-test achievement scores of the experimental group students according to the father's education level variable. The post-test significance value was $F(2, 235) = .967$; $p < .408$]. According to the father's education level variable, there was no

significant difference between the pre-test and post-test achievement scores of the control group students. The post-test significance value was: [$F(3, 2822)=2.319$; $p<.110$].

3.3 The problem question "Is there a significant difference between the pre-test and post-test achievement scores of the experimental and control group students in the Social Studies course?" was answered.

Table 5. T-test results regarding pre-test and post-test attitude scores of experimental and control group students

Process	x	sd	t	df	p
Pre-test	18.77	4.01	4.682	31.390	.000
Post-test	11.97	2.41	4.966	35	.000

When the t-test results are evaluated in Table 5, a significant difference was found between the experimental and control group post-test attitude (individual and social responsibility behaviors) scores [$t_{35}= 4,966$ $p>.000$]. This significant difference may be that the responsibility-based activities applied in the experimental group may positively affect the students' individual and social responsibility attitude scores.

3.4 The problem question "Do the pre-test and post-test achievement scores of the experimental and control group students show a significant difference according to various variables (gender, family income level, family occupation level, family education level) in Social Studies course?" was answered.

Table 6. T-test results regarding the pre-test and post-test attitude scores of the experimental and control group students according to the gender variable

Group		df	KT	KO	f	p
Experiment	Intergroup	1	57478.157	57478.157	2964.250	.000
	In-group					
	Gender	1	.157	.157	.008	.930
Control	Intergroup	1	46906.206	46906.206	631.758	.000
	In-group					
	Gender	1	225.752	225.752	3.041	.097

According to the results of the experimental and control groups in table 6, there was no significant difference between the pre-test and post-test attitude (individual and social responsibility behaviors) scores of the experimental group students according to the gender variable [$F(1, 157)=.008$; $p<.930$]. There was no significant difference between the pre-test and post-test attitude scores of the control group according to the gender variable [$F(1, 225)=3.041$; $p<.097$].

Table 7. Wilcoxon Signed Ranks test results for the pre-test and post-test attitude scores of the experimental and control group students according to the family income level variable

Group	Family income level	N	SO	ST	z	p

Experiment	positive	High	2	2.25	4.50	-1.261 ^b	.207
	positive	Medium	6	3.33	10.00	-.679 ^b	.497
	positive	Low	7	1.00	1.00	.447 ^b	.655
Control	positive	High	2	0.00	0.00	-1.342 ^b	.180
	positive	Medium	10	8.50	17.00	-.653 ^b	.514
	negative	Low	10	4.17	25.00	-.255 ^c	.799
b. Based on positive ranks							
c. Based on negative ranks							

Considering the Wilcoxon signed-rank test results in table 7, there was no significant difference between the pre-test and post-test attitude scores of the experimental group students according to the family income level variable. Likewise, there was no significant difference between the pre-test and post-test attitude scores of the control group.

Table 8. Wilcoxon Signed Ranks test results for the pre-test and post-test attitude scores of the experimental and control group students according to the mother's occupation level variable

Group			N	SO	ST	z	p
Experiment	positive	Housewife	11	4.40	22.00	-.979 ^b	.328
	negative	Worker	2	1.00	1.00	-.447 ^c	.655
Control	negative	Housewife	16	6.40	64.00	-.207 ^d	.836
	positive	Worker	6	00.00	00.00	-	.043
						2.023 ^b	
b. Based on positive ranks							
c. Based on negative ranks							

Considering the data in Table 8, according to the test results of *Wilcoxon Signed Ranks*, there was no significant difference between the pre-test and post-test attitude scores of the experimental and control group students according to the mother's education level variable. There was a significant difference between the pre-test and post-test attitude (individual and social responsibility behaviors) scores of the participants in the control group whose mothers were workers ($z = -2.023$; $p < .05$). This difference was unexpected. There was no significant difference between the pre-test and post-test attitude scores of the experimental and control group students according to the father's occupation level variable.

Table 9. Wilcoxon Signed Ranks test results for the pre-test and post-test attitude scores of the experimental and control group students according to the father's education level variable

Group			N	SO	ST	z	p
Experiment	positive	Primary	4	3.33	6.00	-.365 ^b	.715
		School					
		Secondary	5	3.00	15.00	-	.043
		School				2.023 ^b	
		University	6	3.00	12.00	-.314 ^b	.753

		positive					
Control	Primary School	3	1.50	1.50	-.816 ^b	.414	
	Secondary School	13	11.25	45.00	-.035 ^b	.972	
	University	5	5.00	5.00	-.674 ^b	.500	
b. Based on positive ranks ^b							

In table 9, there was no significant difference between the pre-test and post-test attitude scores of the students in the experimental group according to the father's educational level (primary school: $z = -.365$; $p > .05$), (university: $z = -.314$; $p > .05$). However, there was a significant difference between the pre-test and post-test attitude scores of the students whose fathers graduated from secondary school in the experimental group (secondary school: $z = -2.023$; $p < .05$). In the control group, there was no significant difference between the pre-test and post-test attitude scores of the participants according to the father's education level. According to the mother's education level variable, there was no significant difference between the pre-test and post-test attitude scores of the experimental and control group students.

5. The problem question "What are the opinions of the 5th-grade students on the activity-based teaching process of the value of responsibility in the Social Studies course?" was answered.

This study also included qualitative results to support the quantitative findings. Students identified the concept of responsibility as *studying* and *going to school*. Later, they replied to it as *listening to our teacher* and *doing the tasks*. The least mentioned concepts related to responsibility were: *to be respectful, not to say bad words, to fulfill our duties, do business, bring school stuff, make a bed*. According to students, individual responsibilities were *to do something very nice, be an example to our family, be an example with our behavior, help, and take a bath*. Students explained social responsibilities *primarily as obeying the rules, showing the right way, being respectful, not fighting, and helping each other*. Students identified *their responsibilities for school as studying and going to school*. They explained their responsibilities for the family as *being respectful, helping our mother, tidying our room, and not saying bad words*.

Students explained *their responsibilities for the environment as not littering places, behaving appropriately in the environment, protecting nature, and warning those who are littering*. In addition, students found the activity-based teaching process in the Social Studies course *very helpful, beautiful, and funny, increasing their confidence, nice to make study sheets*.

Thirteen students stated that they found the activity-based teaching process useful in the Social Studies course. The students stated that the value of responsibility should be taught chiefly at school. Later, *they also explained that it should be taught at home, correctly, and everywhere*.

Five students stated that they participated in the activities of any public or non-governmental organization. These activities included republic run, folk dances, painting competition, and composition competition. Attending *non-governmental organizations or public events can support character development, moral development, belonging, trust, a sense of unity, and togetherness* in students.

Discussion

In this section, it is discussed according to the results of the research. According to the results of a study conducted by Durmaz (2019), it was determined that teaching with activities increased the students' achievement scores. According to the results of another research, it was

determined that the use of different methods, techniques, and strategies with the teaching with activities increased the learning motivation of the students and, as a result, increased the permanence of learning (Bonwell & Eison, 1991), which supports the results of this research.

According to the results of another research, the determination that activity-based teaching had positive effects on friendship relations, skills, and learning-based processes and provided students with positive experiences (Parfitt, Forster & McGowan, 2011) supports the results of this research.

According to a research result, it was revealed that the activities applied in the experimental group increased the value perceptions and problem-solving skills of the students (Aytaçlı, 2018, p. 189). According to the gender variable, there was no significant difference between the attitudes (individual and social responsibility behaviors) pre-test and post-test scores of the experimental and control group students. In a study conducted by Aktepe (2010), the pre-test and post-test attitude scores of the experimental and control group students did not show a significant difference according to gender. There was no significant difference between the pre-test and post-test scores of the participants in the experimental and control groups according to the family income level and family occupation level variables. According to the education level variable, there was a significant difference between the pre-test and post-test attitude scores of the participants whose fathers were secondary school graduates in the experimental group.

In today's world, the content of character education and the richness of applied activities play an active role in developing the responsibilities of contemporary society (Hoge, 2002). According to another research result, activity-based teaching embodies the learning process and has positive effects on students and that the value of responsibility supports the learning process (Tekin, 2019, p. 14).

According to the parents, the students primarily fulfilled their responsibilities at home and with their families. Then they tried to fulfill their responsibilities in the family. According to a research result, in an interview with the parents of the experimental group, the participants defined responsibility as work and duty, and individuals stated that they should protect their rights and interests in society (Tekin, 2019). According to the results of another study, families stated that the school, administrator, teacher, and family had an active and participatory role in developing their children's characters (Brannon, 2008).

Conclusion

The following results were obtained in this study for the activity-based teaching of the value of responsibility. When the experimental and control groups were compared, a significant difference was found between the pre-test and post-test achievement scores of the experimental group students. It was determined that the activity-based teaching process positively reflected the students' success.

According to the gender variable, there was a significant difference between the pre-test and post-test achievement scores of male students in the experimental group. There was no significant difference between the pre-test and post-test achievement scores of the experimental and control group female students. According to the family income level variable, there was no significant difference between the pre-test and post-test achievement scores of the experimental and control group students. There was no significant difference between the pre-test and post-test attitude scores of the experimental and control group students according to the occupation level variable. However, there was a significant difference between the post-test scores of the participants in the control group according to the mother's occupation level variable. This

difference was between the participants whose mothers were workers. According to the education level variable, there was no significant difference between the father's occupation pre-test and post-test achievement scores of the experimental group. In the experimental group, there was a significant difference between the pre-test and post-test achievement scores of the participants whose mothers were primary school graduates and those whose mothers were secondary school graduates. According to the t-test results for independent groups, it was concluded that there was a significant difference between the experimental and control group pre-test and post-test attitude scores in the study.

Recommendations

Since this study is based on the value of responsibility in the Social Studies course, it can be suggested to compare the teaching approaches used in teaching other values with the activity-based teaching process. The richness of the teaching, methods and techniques used in activity-based value teaching can be investigated, and what effect it has on students' interests and motivations for the course.

All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki declaration and its later amendments or comparable ethical standards.

This article does not contain any studies with animals performed by any of the authors.

Conflicts of interest.

The authors of this paper certify that they have NO affiliations with or involvement in any organization or entity with any financial or non-financial interest (such as honoraria; educational grants; membership, employment; affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript.

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