

Social responsibility of students in the conditions of professional training in higher educational institutions

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Abstract

The dynamics of the values of the societies and the value orientation of those who organize the society socially are among the most important values of a society. Today, social responsibility projects are increasing day by day. Many institutions and organizations are in the process of raising awareness with social responsibility projects. Social responsibility projects are carried out in all age groups, regardless of age. Social responsibility studies are included in the education. It is given in courses that include social responsibility in universities. In terms of vocational education, the perspectives of university students towards social responsibility projects are very important. In this study, it determines the opinions of the students studying at the university on social responsibility studies. In this study, 112 students studying at the university in the fall semester of 2021-2022 were included in the study. Qualitative study method was used in the study. Three semi-structured open-ended interview questions prepared by the researcher were asked. As a result of the research, it was concluded that

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social responsibility projects should be taught as a compulsory course in universities and that social responsibility projects should be increased by diversifying. They stated that course contents that talk about the importance of this field related to social responsibility should be prepared. Social responsibility projects develop many features such as helping students, raising awareness and creating awareness.

Keywords: Social Responsibility, University, University students, interview, project, education, society

1. Introduction

Responsibility is defined as following a person's behavior or the consequences of any event within his ability. The aim of the social responsibility approach is to provide social benefit and change the society. While social responsibility is a valid concept for both individuals and institutions, definitions of social responsibility in the literature generally emphasize the responsibility of organizations (Taş, 2017).

The European Commission (2017) defined the concept of social responsibility as “the voluntary incorporation of social and environmental considerations by companies into their business and relations with other organisations”. The understanding of "volunteering" and "philanthropy" is based on the person or institution working for this purpose. "Volunteer" means "to undertake something voluntarily without any obligation"; A philanthropist is defined as a person who loves to do good and helps the poor, needy and needy (López-Martínez, Aragón-Castillo, Muñoz-Palomeque, Madrid-Tovilla, & Tornell-Castillo, 2021). Volunteering and philanthropy are interrelated phenomena. They are initiatives that people undertake voluntarily for the benefit of society and the world, without expecting anything in return and without any interest, and can be evaluated within the framework of philanthropy. The concept of corporate social responsibility (CSR) was first mentioned in 1953 by the American economist Howard Bowen in his book *Social Responsibility of Businessmen*. In this book, Bowen emphasizes that businesses should follow policies consistent with the values of society (Aydede, 2007).

Wray-Lake and Syvertsen 2011 social responsibility is a concept used in the fields of business, economics, political sciences and positive psychology, and he defined it as a value orientation that encourages individuals to behave pro-socially, morally and civilly. An increasing number of institutions and organizations are working on fulfilling their social responsibilities towards the society they live in. These include educational institutions among the group. Educational institutions at both primary education, secondary education (high school) and higher education (university) level fulfill their social

responsibilities by educating their students as individuals who are sensitive to their environment and society.

In the literature, the term "service learning" refers to the duties of citizens towards the society in which they live in democratic societies. The concept of "social work education", which first emerged in the United States, is defined as the method of educating and developing young people by participating in conscious, planned projects for the communities they live in (Fahrenwald, 2014; Warren, 2012). In the 21st century United States, there are individual practices in the field of pedagogy aimed at developing a sense of responsibility in schools. These practices turned into a social work education movement only in the mid-eighties. In the late eighties, twenty state presidents in the United States introduced social work training in educational institutions. In the early 1990s, social work education infrastructure was developed with various legal regulations (Sliwka, 2004). Service learning allows students to learn by doing, linking theory and practice. It is a method of learning through active participation in organized activities that meet the needs of the community (Perkins, 1994). Bringle and Hatcher (1996) defined service learning as a credit-based learning experience where students "understand course content, gain a broader understanding of the discipline, and develop a high sense of civic responsibility." (Warren, 2012; Chupp, & Joseph, 2010). Yilmaz (2011) mentioned the individual dimension while defining social responsibility and stated that social responsibilities are also valid for public institutions, families and individuals. It has a very important place in social responsibilities in educational institutions.

Although there is not a very precise and clear definition of the concept of University Social Responsibility, which is given within education in universities besides secondary schools, primary schools and high schools, the concept of university social responsibility is defined as "Universities aiming to meet the expectations of all stakeholders in an ethical and transparent manner by actively participating in the society. defines it as "integrating its services and activities with the needs of the society" (Vasilescu, Barnab, Epurec, Baicud, 2010; Vazquez, Aza, Lanero, 2015; Chen, Nasongkhla, & Donaldson, 2015).

ISO 26000 (n.d., p. 1) addresses the following seven key topics: Social responsibility (SR) promoting sustainability: (1) Organizational management and management, (2) human rights(ownership); (3) Business (occupational) practices; (4) Environment; (5) Fair business practices

(equal distribution); (6) Consumer issues; and (7) Community participation and development. Besides seven basic principles: (1) accountability; (2) transparency; (3) ethical behavior; (4) stakeholder respect interests; (5) respect for the rule of law; (6) respect for international norms of behavior; and (7) respect is itemized as human rights (Chen, Nasongkhla, & Donaldson, 2015).

If we look at universities that have adopted public works education programs, They stand out as organizations that are forward-thinking and support democracy. social competencies, cooperation, solidarity, sense of responsibility and participation are the sine qua non of democracy. They need to incorporate these characteristics into their university culture and teaching responsibilities (Vallaey, 2013).

The development of social competences in universities has many purposes (Edelstein, 2010):

a) Improving the institutional climate of the university, reducing social conflicts and social unrest prevention

b) As the institutional climate develops, students develop a sense of belonging to the university, and expand their involvement

c) To equip students with the skills of individuality, solution orientation and learning by discovery.

The university should know the following:

1. Social responsibility is the responsibility of institutions for the impact their actions and behaviors have. influenced and caused society.

2. Social responsibility requires management practices aimed at making society sustainable. addressing unsustainable negative impacts and promoting sustainable forms of development.

3. Social responsibility does not go beyond the law; operates in accordance with legal obligations.

4. Social responsibility requires coordination among stakeholders to take action.

negative effects have been identified.

1.1. Research Purpose

Today, social responsibility projects are increasing day by day. Many institutions and organizations are in the process of raising awareness with social responsibility projects. Social responsibility studies are included in the education and the awareness of the students is increased. Many projects take place at the same time as social responsibility courses at universities. In terms of vocational education, the perspectives of university students towards social responsibility projects are very important. In this

study, it determines the opinions of the students studying at the university on social responsibility studies.

1.2. Purpose of the study and research questions

Based on the purpose, the following research questions are posed:

Question 1: Do you have any lessons about social responsibility?

Question 2: What do you think about social responsibility projects?

Question 3: How do these projects and activities contribute to you?

Question 4: Do you have anything to add about social responsibility projects?

2. Method

Qualitative interview and document analysis techniques were used in the study to determine the views of university students on social responsibility projects. A descriptive research approach was carried out with the interview method, which is one of the qualitative research methods. Hennink, Hutter and Bailey (2020). And stated that the focus of qualitative research is a research model that helps us to understand the participants' own perspectives on a situation or topic and their comments on the topic and topic.

2.1. Data Collection Tools

In order to collect the data of this research, a demographic information form prepared by the researcher and a semi-structured interview form consisting of open-ended questions were used. After the research questions were prepared, they were finalized by experts (3 experts in their fields) and 4 open-ended interview questions were applied to the students. The open-ended questions in the questionnaire were created using the literature and the researchers' own experiences.

2.2. Research Group

The methodological basis of this type of study is a case study. This study was carried out with the participation of 112 university students in the fall semester of 2021-2022. The questions were prepared in the form of semi-structured interview questions and the results were analyzed descriptively. The research working group consists of university students who have carried out studies in the field of social responsibility. As a result of the survey, students' knowledge, opinions and contributions in the field of social responsibility will be determined.

Table 1. Demographic information of the university student

		f
Gender	Girls	72
	Boys	40
	Total	112
Age	18-20	75
	21-23	32
	23 and more age	5
	Total	112

Of the university students participating in the research, 72 are girls and 40 are boys. Looking at the age range, there are 75 students between the ages of 18-20. 32 students between the ages of 21-23 and 5 students over the age of 23 participated in the research.

3.RESULTS

3.1. Whether or not there is a course related to social responsibility

Table 2. Whether there is a course related to social responsibility or not

University students were asked whether they had courses related to social responsibility. When the findings of this question were examined, 92 students answered yes and 18 students answered no. On

Yes (92)	No (18)	I do not know (2)
We took the course this semester	there is no such course	
We took the lesson last year		
we have not received yet		

the other hand, 2 students stated that they do not know whether there is a course related to social responsibility.

3.2. Opinions about social responsibility projects

Table 3. Findings on opinions about social responsibility projects

	f
It must be relevant to our field.	62
Not done enough	60
I think it was done for the sake of formality.	12
No comment	1

From the findings regarding the views of university students on the social responsibility projects they have implemented at the university, 62 students said that the fields of interest and social responsibility projects they read should be relevant to our field as they will attract more attention. 60 students stated that they did not find the social responsibility projects carried out in universities sufficient, and 12 students stated that they were made as a matter of formality. One student did not want to comment.

“Some of the social responsibility projects organize in such a way that I don't contribute enough. In these cases, I cannot support myself. If social responsibility projects are organized in many areas, everyone will participate better.”

“It is only done at certain times. The thing is, we learned a lesson in this way. In the community service class, we went to the institution and collected garbage. I didn't quite agree. For example, we can raise awareness with different projects. All projects are the same style. That's why it doesn't attract attention.”

3.3. Findings on the contributions of social responsibility projects

Table 3. Contributions of social responsibility projects

	f
Help	52
raising awareness	50
awareness raising	20
Confidence	10

If we look at the findings related to the contributions of social responsibility projects of university students, they stated that they gained the ability to help, they prepared projects by raising awareness and made them aware of other people, they supported people with awareness raising, and these projects increased their self-confidence.

“Certainly, social responsibility means helping. With such projects, we gain a place in the society by helping. We will be happy.”

“I think it's awareness. With social responsibility projects, we can gain knowledge in many unknown areas.”

“We see and implement social responsibility projects. I'm helping us. In addition, we draw attention by raising awareness.”

3.4. Do you have anything to add about social responsibility projects?

The university students were asked if they wanted to add anything other than these questions about social responsibility projects. 31 students stated that social responsibility and all members of the society should live together and be in unity. 12 students stated that these projects should be carried out not only in universities but also in every institution. 11 students stated that people should be conscious and educated in order to carry out such projects in the process from primary school age to old age. 12 students stated that social responsibility courses should be compulsory in every department.

4. Discussion and Conclusion

It is very important to determine the views of university students on social responsibility projects.

In this research, the opinions of future professionals on social responsibility projects reveal their ideas in their future lives. The general result obtained from this research can be concluded that social responsibility projects should be compulsory, not necessary, and information is needed. The group participating in the research is the young adult group. Looking at the age range, there are 75 students between the ages of 18-20. 32 students between the ages of 21-23 and 5 students over the age of 23 participated in the research. It has been concluded that the young generation cares about social responsibility projects.

University students were asked whether they had taken courses on social responsibility. When looking at the end of this finding, most of the students stated that they took a course on this subject. When the findings of this question were examined, 92 students answered yes and 18 students answered no. 2 students stated that they do not know whether there is a course on social responsibility or not. Considering the result of this finding, it was concluded that most of the students took the social service course related to social responsibility. In their study conducted in 2013, Toker and Tat examined the level of knowledge of students studying in higher education about the concepts of social responsibility and corporate social responsibility and looked at their perceptions of social responsibility. A total of 238 students conducted the study. As a result of the research, it was

concluded that the corporate social responsibility courses given in higher education in Turkey should be increased and their contents should be regulated (Toker & Tat, 2013).

According to the results of the findings regarding the views of university students on the social responsibility projects they implement at the university, most of the students said that the areas of interest they read and the social responsibility projects should be relevant to our field as they will attract more attention. 60 students stated that they did not find the social responsibility projects carried out in universities sufficient, while 12 students stated that they were done as a matter of formality. One student did not want to comment. Considering the result obtained from this situation, it can be concluded that social responsibility projects should be carried out in all areas. Corporate social responsibility corporate policies in Matten and Moon (2005) and community interests in voluntary initiatives defined as compliance. Some authors also emphasize the principle of volunteering. Corporate social responsibility replaces the corporate behavior that society expects from the company a company obligation (Falck and Heblich 2007)

If we look at the results of the findings regarding the contributions of social responsibility projects, university students have gained the ability to help, they have prepared projects by raising awareness, they have raised awareness of other people, they have supported people by raising awareness, these projects have increased their self-confidence. It can be said that social responsibility projects will bring many features. Peltekoğlu and Tozlu talked about the importance of digital environments in order to communicate with the young population in their study in 2018. The effect of the sharing and posts of social media phenomena that have become public opinion leaders of digital environments can be discussed in the context of two-stage flow theory, and the way the messages spread can be explained by a kind of word-of-mouth communication logic. With this approach, it can be said that the posts of social media phenomena focusing on very different subjects or focusing on a particular subject will have an impact on the preferences of their followers. In this context, he argued that social media phenomena, which are leaders of public opinion, can also be an effective source of communication in the communication of social responsibility campaigns (Peltekoglu & Tozlu, 2018).

University students were asked if there was anything they wanted to add apart from these questions about social responsibility projects. In the results obtained from the students, it was concluded that this course should be compulsory and in every field. 31 students stated that social responsibility and all members of society should live together and be in unity. 12 students stated that these projects should be carried out not only in universities but also in every institution. In the process from primary school age to old age, 11 students stated that people should be conscious and educated in order to realize such projects. 12 students stated that social responsibility courses should be compulsory in every department. In universities, these courses can be considered as a compulsory course and a must-have in every field. In the study he carried out in 2018, Tekin examined the corporate social responsibility activities of companies in the age of technology, their relations with customers, society, employees and other interest groups, and talked about the importance of social media while integrating them into their commercial activities. He talks about the impact of responsibility projects especially on university students (Tekin, 2018).

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