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**DETERMINING THE STUDENT TEACHERS'  
PERCEPTIONS ON THE SENSE OF RESPONSIBILITY  
ÖĞRETMEN ADAYLARININ SORUMLULUK DUYGUSU ALGILARININ  
BELİRLENMESİ**

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**Abstract**

In this study, student teachers' perceptions on their sense of responsibility in their preservice training process is tried to be determined in respect of that teachers are generally taken as a model by upcoming generations and they generally play an important role in educating the new generations in a way that they can have good level of responsibility. In line with this purpose, the sense of responsibility of the student teachers studying at Ziya Gökalp Education Faculty of Dicle University is tried to be determined via Likert 5 Point Scale developed for this purpose. The scale is applied to total 413 students teachers studying at 4. and 5. grades randomly sampled from the different teacher education departments that give 4 or 5 years education. In the light of collected data, the student teachers have been determined to have high level of responsibility and the perceptions of student teachers on the sense of responsibility have been determined to differ significantly in terms of sex and their satisfaction degree with the department they are studying variables.

**Key Words:** Sense of Responsibility, Student Teachers, Self-Consciousness, Self-Confidence, Motivation

**Özet**

Bu araştırmada; yeni nesillere model olması itibarıyla onların sorumluluk sahibi birer birey olarak yetiştirilmesinde önemli rol oynayan öğretmenlerin hizmet öncesi eğitim süreçlerindeki sorumluluk duygularına ilişkin algıları belirlenmek istenmiştir. Bu amaç doğrultusunda Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesinde okuyan öğretmen adaylarının, hazırlanan 5'li likert tipi veri toplama aracı ile sorumluluk duyguları belirlenmeye çalışılmıştır. Veri toplama aracı, bu fakülte'deki 4 ve 5 yıllık eğitim veren farklı bölümlerde okuyan 4. ve 5. sınıflardan rastgele örnekleme yoluyla seçilen toplam 413 öğretmen adayına uygulanmıştır. Yapılan analizler sonucunda öğretmen adaylarının yüksek derecede sorumluluk duygusu algısına sahip oldukları saptanmıştır. Ayrıca öğretmen adaylarının sorumluluk duygusu algılarının cinsiyete ve okudukları bölümden memnun olma derecesine göre anlamlı bir şekilde farklılık gösterdiği belirlenmiştir.

**Anahtar Kelimeler:** Sorumluluk Duygusu, Öğretmen Adayı, Öz Bilinç, Öz güven, Motivasyon

## INTRODUCTION

Humanbeings is a complex creature comprised of cognitive, affective and psychomotor domains that help them to live. These three domains help humanbeings to carry out certain duties in their daily life. While performing their daily duties every single person does not show the same degree of sensibility. In contrast, everybody exhibit the different level of sensibility while performing their duties. So, these differences observed among people are taught to result from certain reasons. Among these reasons people's motivation, self-confidence, consciousness about the duty, entrepreneurship and self-consciousness come ahead. All these factors that lead people to carry out a duty, constitute people's sense of responsibility.

The sense of responsibility as a term defined at different sources as such: The sense of responsibility is the person's undertaking the consequences of his/her own behaviours or experiences under his/her authority (Türk Dil Kurumu, 2014). The sense of responsibility is the person's being able to think and perform the things that are required to be done (Bozdağ, 2007). The sense of responsibility is the person's carrying out freely the duties that are required to be performed and undertaking the problems appearing as a result of this (Hayta Önal, 2005).

Not being an inborn sense and being peculiar to humanbeings, the sense of responsibility is a characteristic property acquired via environmental circumstances. There are two factors that contribute to sense of responsibility. These are socialising and education (Töremen, 2011). The kids first begin to socialize at home. Because of that as fundamental educators the manners and attitudes of the parents play a vital role for kids in acquiring the sense of responsibility. As the education first begins at home and the key stones of the the kids' characteristic are developed during the pre-school period (0-6 years), the primary factor that contribute kids to behave in a responsible way depends upon manners and attitudes of the parents (Yontar, 2007).

Teaching how to behave in a responsible way in childhood should be primary duty of teachers and parents (Abdi Golzar, 2006). The requirement of self confidence, entrepreneurship and success should be met in order to develop the sense of responsibility in children. The sense of responsibility develops especially at the first three stages of Erikson's psychosocial development theory. These stages are: 1) Trust vs Mistrust (Birth- 3 years), 2) Autonomy vs Shame & Doubt (3-6 years), 3) Initiative vs Guilt (6-12 years). The kids from birth to 3 years old want to perform certain activities on their own without taking help from anybody else as a result of their attempt to achieve their autonomy and become an individual. At this stage, parents' exaggerated preservative attitudes can lead kids to doubt about his/her own potency and thus feel lack of self-confidency. In this stage, the kids' sense of responsibility can be developed by letting them to perform certain activities under their parents' guard. After this first stage, with the effect of their newly developed sense of independency ,the kids between 3 to 6 years old begin to explore social and physical environment and begin to be involved in social and communal events. At this second stage, the kids supported by his/her environment discover their potency and acquire the sense of entrepreneurship. However the kids criticized and treated by his/her own environment can feel themselves guilty. With an entrance to school and education environment, children between 6 to 12 years old focus on academic and social subjects. Children at this stage try to succeed in school from now on and they expect as much admiration as they have learned and succeeded. Thus, at this stage giving small duties that children can fulfill will be helpful for them to develop sense of responsibility and success (Karaman & Sardoğan, 2011; Erikson, 1984).

As it is seen people's sense of responsibility is affected by their past experiences. The past experiences that people have undergone motivate people for doing or not doing

something. In this respect, motivation plays an important role for people to undertake the responsibility of doing something. So, motivation can be defined as a force that drive someone to do an action and keep on doing that action (Slavin, 2012). Namely, motivation help people to take shared responsibility by directing them to a target (Brecke & Jensen, 2007).

Reasonable small duties should be given to children from their earlier ages (Abdi Golzar, 2006). Such small rules as time for eating, sleeping, playing and watching are the beginning point for children to gain sense of responsibility. When this kind of rules are set up by the parents, the children will absolutely resist but if the parents behave consistently and decisively, the children will accept the situation and will live as a responsible people in the future (Tarhan, Gümüşel & Sayım, 2013). However, when this kind of rules are introduced, strict attitudes shouldn't be taken. Because, the freedom is a principal for the development of responsibility. So the term responsibility can only be discussed when the person has the choice of doing or not doing something. In short, the responsibility and the freedom are the different fronts of the one madallion and one can not exist without the other. The lives of the people are shaped in accordance with the rules of freedom and responsibility. These terms are two inseperable phenomenon. In order for kids to gain sense of responsibility, from their earlier ages they should be given the chance of giving their own decisions on certain topics (Hayta Önal, 2005). The parents should help children to develop the feeling of independency. However, without the sense of responsibility the feeling of independency can cause children to have lack of self-confidency. Because eigenvalue can not be acquired by living freely. The eigenvalue of the person come from his/her sense of responsibility. The senses of responsibility and independency help individuals to gain mature charecteristic. Especially at puberty, an adolescent who takes the responsibility of his/her actions while acquiring the senses of independency and self-esteem, will be a compatible, objective and self-confident individual. On the other hand the adolescent who doesn't have the developed sense of responsibility will be a troublesome individual (Chapman, 2006).

Being an active, exploring and curiosity are known to be inborn qualities that humans have. Because of these qualities people want to direct their own lives as they want. In order to do that people need to have the senses of self-confidency and self-sufficiency. Self-sufficiency is the belief that one think that his/her own abilities and potentials are adequate for sustaining his/her life. If kids think that they have the sense of self-sufficiency, they will take action to direct their own life, so they will be enthusiastic about taking much more responsibility. In order to develop the kids' sense of self-sufficiency, the attitudes of their parents play vital role. In families where the kids are allowed to use their abilities and potentials, by developing their senses of self-sufficiency and self-confidency the kids will be taking a big step to be responsible persons (Sayar & Bağlan, 2013).

In order to bring the kids up to be responsible persons, the second most important role belongs certainly to our teachers. Instead of trying to teach everything to the children, teachers should have the aim of contributing to their cognitive development and skills, helping them to acquire the basic principles of life and the sense of responsibility. Additionally, teachers should help the students to get the qualities of evaluating the society and themselves with a philosophical view and self-actualizing. If this kind of understanding is adopted by the students, as independent individuals the students will reach the meaningful conclusions like determining their place in the universe. In this way, they will grasp their responsibility as much as they know about themselves and will make the sense of the life and will manage it (Karaköse, 2010).

Responsibility is a value and values are generally have ralisation with our behaviours and these behaviours are usually arised from certain factors. The value of responsibility has also

relation with behaviors and many adults hold themselves responsible for their behaviours (Pink, 2009). Aristoteles believed that some virtues are only characteristic of certain people and they can not be learned and taught. Moreover these people are born with a virtuous character. In spite of this view, today's professional world require people with virtuous character. We as people need trustworthy, responsible and respectful doctors, lawyers and teachers more than we need trustworthy, responsible and respectful people (Carr, 2011).

The sense of responsibility isn't an inborn quality that human beings bring with them, instead it is a quality which is acquired especially via education. Thus, bringing up responsible individuals is one of the most important duties of families and schools (Yeşil, 2003). As people have spent most of their lives at schools and they generally constitute their system of attitudes and behaviours with the help of imitation and modelling, in the educational system teachers are the mostly imitated and modelled persons by the students. Moreover, after the families the second most important duty is assigned to teachers to bring up responsible students. In a study conducted in the University of Birmingham, Arthur (2011) has determined that while teachers believe that they themselves firstly have and show the good qualities which they want their students perform, the students believe that teachers have an effect on the students' system of values and there are common values shared by the society and these common values are transferred only with the help of teachers. Because of these reasons, in this study the perceptions of student teachers who will be imitated and taken as models by the next generation on the sense of responsibility are tried to be determined.

#### **The Aim of The Study**

The general aim of this study is to determine the student teachers' perceptions on the sense of responsibility in terms of various variables. Along with this general aim the study aims to address the following research questions:

1. Is there a statistically significancy between the student teachers' perceptions on the sense of responsibility in terms of sex?
2. Is there a statistically significancy between the student teachers' perceptions on the sense of responsibility in terms of the preservice teachers' degree of satisfaction with the department they are studying?
3. Is there a statistically significancy between the student teachers' perceptions on the sense of responsibility in terms of how many brothers and sisters they have?

#### **METHOD**

Survey method was used to conduct this study. Survey methods are the research studies performed on a group, pattern or samples taken from the population in order to make a statistical inferences about the population being studied (Karasar, 2012).

#### **Setting and Participants**

The target population for this study defined to include student teachers studying at the last grade in Ziya Gökalp Education Faculty in Dicle University in Spring term of 2012-2013 teaching year. The study consist of 413 last grade student teachers studying at the Maths Department (64), Social Sciences Department (55), Art Department (10), Germany Language Teaching Department (38), English Language Teaching Department (41), French Language Teaching Department (25), Biological Sciences Department (32), Turkish Language and Literature Department (21), Geography Departments (37) and Class Teacher Departments (90) of the Ziya Gökalp Education Faculty of Dicle University.

### Instrument

*"The Scale of Determining the Student Teachers Perceptions on the Sense of Responsibility"* was developed by the researchers in order to collect data for the study. While developing the scale, a wide investigation on the subject had been made and an item pool consisting 76 items was prepared. Then a draft form consisting 76 items was prepared and it was resorted to the expert opinions. In the light of the expert opinions some changes and corrections had been made on some items then the scale was converted to Likert 5 Point Scale. After this, the scale was conducted to 413 last grade student teachers studying the Ziya Gökalp Education Faculty of Dicle University. (The scale was developed in Turkish language but as the article was written in English, it was translated to English so as to be understood.)

The validity and reliability studies of the scale were performed on the data gathered from the same group. The construct validity, Cronbach Alpha internal consistency and matter analysis of the scale were analyzed. For the construct analysis of the scale explanatory factor analysis (EFA) was planned to be conducted. In order to test the adequacy of the sampling for EFA, Kaiser-Meyer-Olkin (KMO) and Barlett Sphericity tests were used. Adequacy of the sampling for EFA is expected to be above .60 (Büyüköztürk, 2012). KMO value of the scale was determined to be .95 and Barlett Sphericity test was found to be statistically significant ( $p < .05$   $df = 1128$ ) so the sampling of the scale was found to be adequate for explanatory factor analysis. After that explanatory factor analysis was conducted and as a result, a scale comprised of 5 subscales and 48 items of whose total explained variance was % 50 was obtained. By taking into account the meanings of the items at the same subscales and the kinds of responsibility the researchers named the first subscale as *"self-responsibility"*, second subscale as *"responsibility for the duty"*, third subscale as *"social responsibility"*, fourth subscale as *"responsibility for the green world"* and fifth subscale as *"responsibility for learning"*. According to the Kline (1994), factor loads between .030- .059 are defined as intermediate magnitude and it is taken into account for extracting variables (Büyüköztürk, 2002). So 16 items were extracted from the scale as their factor loads are determined to be below .040. Following to this, explanatory factor analysis was conducted again and 12 items were extracted from the scale because these items were determined to give high factor loads under different subscales instead of the planned ones. Although it gives high factor loads under the *"self-responsibility"* subscale, one item was carried under *"social responsibility"* subscale in the light of experts opinions and another item in spite of giving high factor loads under *"social responsibility"* subscale, it was carried under *"self-responsibility"* subscale in the light of experts opinions. After this, another explanatory factor analysis was conducted again and one item although it gives low factor loads below .040, in the light of experts opinions it was determined to remain in the scale and in spite of giving high factor loads under *"responsibility for the duty"* subscale, it was carried under *"responsibility for learning"* subscale. Then, the final explanatory factor analysis was conducted and after having excluding the these items from the scale, in order to test the reliability of the scale Cronbach Alpha internal consistency of the scale was tested and Cronbach Alpha reliability of the scale was found to be .95. Having been sure of getting reliable and valid scale, the variables was analyzed in terms of the independent variables of the study.

### Analysis of Data

The data gathered by using the *"The Scale of Determining the Student Teachers Perceptions on the Sense of Responsibility"* were analyzed by using Statistical Package for Social Sciences (SPSS). Firstly in order to test homogeneity of variances, Levene's test was performed and it was proved that data set was normally been distributed. Then in order to answer the research

questions Student-t test, one way-analysis of variances (one-way anova) and post-hoc analyses were used.

## FINDINGS

In this part, findings related to research questions of the study are presented. So in this context findings related to student teachers' sex, the degree of satisfaction with the department being studied and the number of the brothers and sisters they have which are the independent variables of the study are being illustrated.

### Is There a Statistically Significancy Between the Student Teachers' Perceptions on the Sense of Responsibility in terms of Sex?

Whether the student teachers' perceptions on the sense of responsibility in terms of sex variable change or not has been tested by using independent samples t-test. The findings obtained as a result of the analysis are shown in Table 1.

**Table 1. The Results of Independent Samples T-Test Analysis Performed to Determine Student Teachers' Perceptions on the Sense of Responsibility in Terms of Sex Variable**

	Sex	N	X	Sd	df	t	P
Self-Responsibility	Male	195	4,03	,574	401	-4,412	,000
	Female	208	4,27	,524			
Responsibility for the Duty	Male	195	4,18	,539	401	-3,949	,000
	Female	208	4,38	,498			
Social Responsibility	Male	195	4,15	,608	401	-4,120	,000
	Female	208	4,39	,520			
Responsibility for the Green World.	Male	195	4,24	,842	401	-1,493	,136
	Female	208	4,36	,839			
Responsibility for Learning	Male	195	3,92	,642	401	-3,020	,003
	Female	208	4,11	,601			
Total	Male	195	4,10	,497	401	-4,108	,000
	Female	208	4,30	,469			

When looked at the student teachers' mean values obtained from the "The Scale of Determining the Student Teachers Perceptions on the Sense of Responsibility", in all subscales and at total female student teachers' mean values are determined to be higher than the male ones'. While, these differences observed between the mean values of the female and male student teachers are determined to be statistically significant ( $p < 0.05$ ) at total and in subscales of "self-responsibility", "responsibility for the duty", "social responsibility" and "responsibility for learning", the difference observed between the mean values of the female and male student teachers in subscale of "responsibility for the green world" is determined not to be statistically significant ( $p > 0.05$ ). Any way in subscale of "responsibility for the green world" mean values of the female student teachers' mean values are still higher than the male student teachers' mean values.

### Is There a Statistically Significancy Between the Student Teachers' Perceptions on the Sense of Responsibility in Terms of Their Degree of Satisfaction with the Department They are Studying?

Whether the student teachers' perceptions on the sense of responsibility in terms of their degree of satisfaction with the department they are studying has been tested by using one-way anova test. Moreover, as a post-hoc test Scheffe test is performed to provide specific information on which means are significantly different from each other. The findings obtained as a result of the analysis are shown in Table 2. and Table 3.

**Table 2. The Results of Descriptive Statistics Performed to Determine Student Teachers' Perceptions on the Sense of Responsibility in Terms of Their Degree of Satisfaction With the Department They are Studying**

	The Degree of Satisfaction	N	X	Sd
<b>Self-Responsibility</b>	Satisfied (S)	160	4,27	,50923
	Partly satisfied (PS)	170	4,13	,53970
	Non-satisfied (NS)	77	4,00	,66759
	Total	407	4,16	,56265
<b>Responsibility for the Duty</b>	Satisfied (S)	160	4,44	,50547
	Partly satisfied (PS)	170	4,23	,50806
	Non-satisfied (NS)	77	4,07	,52614
	Total	407	4,28	,52838
<b>Social Responsibility</b>	Satisfied (S)	160	4,40	,50054
	Partly satisfied (PS)	170	4,23	,60628
	Non-satisfied (NS)	77	4,13	,61914
	Total	407	4,28	,57774
<b>Responsibility for the Green World.</b>	Satisfied (S)	160	4,43	,85035
	Partly satisfied (PS)	170	4,23	,87878
	Non-satisfied (NS)	77	4,21	,70210
	Total	407	4,30	,84086
<b>Responsibility for Learning</b>	Satisfied (S)	160	4,14	,56006
	Partly satisfied (PS)	170	3,99	,61017
	Non-satisfied (NS)	77	3,82	,73447
	Total	407	4,02	,62615
<b>Total</b>	Satisfied (S)	160	4,34	,45308
	Partly satisfied (PS)	170	4,16	,49361
	Non-satisfied (NS)	77	4,05	,50714
	Total	407	4,21	,49228

When looked at the result of descriptive statistics of student teachers' mean values obtained from the "The Scale of Determining the Student Teachers Perceptions on the Sense of Responsibility", it is observed that as the degree of the student teachers' satisfaction with the department they are studying increases, the the mean values of the student teachers obtained from the scale also increases.

**Table 3. The Results of one Way Anova Test Performed to Determine Student Teachers' Perceptions on the Sense of Responsibility in Terms of Their Degree of Satisfaction With the Department They are Studying**

		Sum of Squares	df	Mean Squares	F	p	Significant Difference
<b>Self-Responsibility</b>	Between-groups	4,202	2	2,101	6,827	,001	S-NS
	Within-groups	124,328	404	,308			
	Total	128,530	406				
<b>Responsibility for the Duty</b>	Between-groups	8,061	2	4,031	15,466	,000	S-NS S-PS
	Within-groups	105,287	404	,261			
	Total	113,348	406				
<b>Social Responsibility</b>	Between-groups	4,427	2	2,214	6,822	,001	S-NS S-PS
	Within-groups	131,090	404	,324			
	Total	135,517	406				
<b>Responsibility for the Green World.</b>	Between-groups	4,114	2	2,057	2,937	,054	
	Within-groups	282,948	404	,700			

	Total	287,062	406				
<b>Responsibility for Learning</b>	Between-groups	5,389	2	2,695			
	Within-groups	153,790	404	,381	7,079	,001	S-NS
	Total	159,180	406				
<b>Total</b>	Between-groups	5,028	2	2,514			
	Within-groups	93,363	404	,231	10,879	,000	S-NS
	Total	98,391	406				S-PS

When looked at the results of one way anova test performed to determine student teachers' perceptions on the sense of responsibility in terms of their degree of satisfaction with the department they are studying, statistically significance is observed at total and in subscales of "self-responsibility", "responsibility for the duty", "social responsibility" and "responsibility for learning" but statistically significance is not observed in subscale of "responsibility for the green world". So the results of the analysis show that while there is a statistically significance between student teachers' degree of satisfaction with the department they are studying and their perceptions on their self-responsibility, responsibility for the duty, social responsibility, responsibility for learning and in general sense of responsibility, there is not any statistically significance between student teachers' degree of satisfaction with the department they are studying and their perceptions on their responsibility for the green world.

#### **Is There a Statistically Significance Between the Student Teachers' Perceptions on the Sense of Responsibility in Terms of How Many Brothers and Sisters They Have?**

Whether the student teachers' perceptions on the sense of responsibility in terms of how many brothers and sisters they have variable change has been tested by using one-way anova test. Moreover, as a post-hoc test Scheffe test is performed to provide specific information on which means are significantly different from each other. The findings obtained as a result of the analysis are shown in Table 4. and Table 5.

**Table 4. The Results of Descriptive Statistics Performed to Determine Student Teachers' Perceptions on the Sense of Responsibility in Terms of the Numbers of Brothers and Sisters They Have**

	Number of Brothers and Sisters	N	X	Sd
<b>Self-Responsibility</b>	1-5	195	4,19	,56847
	6-10	172	4,15	,52712
	10 and more	46	4,05	,66560
	Total	413	4,16	,56383
<b>Responsibility for the Duty</b>	1-5	195	4,33	,49954
	6-10	172	4,28	,51085
	10 and more	46	4,12	,68631
	Total	413	4,28	,53017
<b>Social Responsibility</b>	1-5	195	4,29	,60179
	6-10	172	4,27	,54416
	10 and more	46	4,24	,59396
	Total	413	4,28	,57632
<b>Responsibility for the Green World.</b>	1-5	195	4,27	,89001
	6-10	172	4,34	,79673
	10 and more	46	4,33	,80887
	Total	413	4,31	,84210
<b>Responsibility for Learning</b>	1-5	195	4,05	,63464
	6-10	172	4,02	,58523
	10 and more	46	3,89	,72709



	Total	413	4,02	,62586
<b>Total</b>	1-5	195	4,22	,50752
	6-10	172	4,21	,45839
	10 and more	46	4,13	,56380
	Total	413	4,21	,49403

When looked at the result of descriptive statistics of student teachers' mean values obtained from the "The Scale of Determining the Student Teachers Perceptions on the Sense of Responsibility", it is observed that as the number of brothers and sisters of the student teachers decreases, the the mean values of the student teachers obtained from the scale increases.

**Table 5. The Results of one Way Anova Test Performed to Determine Student Teachers' Perceptions on the Sense of Responsibility in Terms of the Number of Brothers and Sisters They Have**

		Sum of Squares	df	Mean Squares	F	p
<b>Self-Responsibility</b>	Between-groups	,835	2	,418	1,315	,270
	Within-groups	130,144	410	,317		
	Total	130,979	412			
<b>Responsibility for the Duty</b>	Between-groups	1,571	2	,786	2,820	,061
	Within-groups	114,233	410	,279		
	Total	115,804	412			
<b>Social Responsibility</b>	Between-groups	,074	2	,037	,110	,895
	Within-groups	136,768	410	,334		
	Total	136,842	412			
<b>Responsibility for the Green World.</b>	Between-groups	,505	2	,252	,355	,702
	Within-groups	291,661	410	,711		
	Total	292,165	412			
<b>Responsibility for Learning</b>	Between-groups	,886	2	,443	1,132	,323
	Within-groups	160,495	410	,391		
	Total	161,381	412			
<b>Total</b>	Between-groups	,351	2	,176	,719	,488
	Within-groups	100,206	410	,244		
	Total	100,557	412			

When looked at the results of one way anova test performed to determine student teachers' perceptions on the sense of responsibility in terms of the number of sisters and brothers they have, student teachers' mean values are observed to decreases as the number of brothers and sisters of the preservice teachers increases at total and in subscales of "self-responsibility", "responsibility for the duty", "social responsibility" and "responsibility for learning". However, the results of the analysis show that this relation is not statistically significant ( $P > .05$ ).

## DISCUSSION

In this study, the perceptions of the student teachers on the sense of responsibility are tried to be determined with the help of a scale comprised of 5 subscales and 48 items. The data obtained from the scale was analyzed and findings of the study was obtained. In this part, the results of the study are tried to be deduced and interpreted from the findings of the study.

In this study the perceptions of the student teachers on the sense of the responsibility in terms of the sex variable have been found to be statistically significant for the behalf of female student teachers. Similar results have been obtained in different studies conducted on the sense of responsibility by different researchers. Berkowitz and Lutterman (1968) in their study perform the "The Scale of Social Responsibility" on adolescents. The results of their study shows

that female adolescents have higher level of responsibility than the males. Hampel, Boldero and Holsworth (1966) in their study perform the *"The Scale of Environmental Attitudes"* on ten years old students. The results of their study also shows that female students have higher degree of tentency for showing environmentally responsibility. Abdi Golzar (2006) in her study perform the *"The Scale of Responsibility"* on the fifth grade primary school students. The results of her study shows that mean values of the female students obtained from the scale have been found to be higher than the mean values of the male students. Akbaş (2004) in his study performed on the 8<sup>th</sup> grade primary school students to determine the students' achievement of values placed in the general aims of the 8<sup>th</sup> grade primary school program. The results of his study show that between the mean values of the students the statistically significancy observed for the behalf of female students in terms of the value of having the sense of responsibility. Aladağ (2009) in his study have tried to determine the effect of teaching program of values implemented in the subject of Social Sciences at 5<sup>th</sup> grade primary school program on the students' acquiring and performing the value of responsibility. Before the implementation of the program, he performs the *"The Scale of Responsibility"*, *"The Scale of Cognitive Level"* and *"The Scale of Affective Level"* on the control and experiment groups consisting 5<sup>th</sup> grade primary school students. In terms of sex variable. The results of his study show that while the statistically significancy is not observed between the students' mean values obtained from the *"The Scale of Responsibility"* and *"The Scale of Cognitive Level"*, after the implementation of the program in the experiment groups the statistically significancy is observed for the behalf of female students' mean values obtained from the *"The Scale of Affective Level"*. Şahan (2011) in his study perform two different scales on 615 5<sup>th</sup> and 8<sup>th</sup> grade primary school students and 124 teachers. The results of his study show that between the responsibility perceptions of the 5<sup>th</sup> grade students the statistically significancy is observed for the behalf of female students in the subscales of *"Personal Responsibility"* and *"Legal Responsibility"*. Yontar (2013) in his study have tried to determine the relation between the *"the value of responsibility"* and *"the ability of empathy"* aimed for students to gain in the the subject of Social Sciences program in primary schools. The results of his study show that the level of female students' sense of responsibility is significantly higher than the male students'.

As seen from the conducted studies, females' sense of responsibility has been observed to be more developed than the males'. Regarding the fact that the sense of responsibility develop with the help of parents' attitudes and behaviours at the pre-school period (Yontar, 2007) and as at this period the girls generally take more responsibility at helping their mothers and chores, and they tend to act more collaboratively and in harmony at the process of socialising, they are thought to develop sense of responsibility more than the boys.

In this study also the perceptions of the student teachers on the sense of the responsibility in terms of the student teachers satisfaction with the department they are studying variable have been found to be statistically significant. It has been found that as the satisfaction with the department increases the student teachers' general sense of responsibility and their self responsibility, social responsibility, learning responsibility and responsibility for the duties also increase. This can be resulted from the fact that as the people develop the sense of responsibility, they try to fulfill their responsibilities, and as they fulfill their responsibilities they will get success and this succes will urge them to have more motivation in taking more responsibilities, to fullfill their duties and to be pleased of their life. So motivation plays an important role for people to take responsibility by directing them to a target (Brecke & Jensen, 2007). The same thing can be thought for the student teachers. As the student teachers take and fulfill their responsibilities, they get more chance of studying the department which they have aimed. By this way, they get more pleased of the department they are studying. Moreover, with

this contentment they get more motivated and take more responsibilities and get more success. Especially when the student teachers love the department they are studying, they get eager to learning, so they fulfill their duties more consciously. This urge them to have more motivation to fulfill their own and social responsibilities. As understood, peoples' sense of motivation and success affect their sense of responsibility significantly. In order to be successful at school, one need to have the sense of responsibility and as they get achievement at school they get more motivated (intrinsic motivation) and take more responsibility. Shortly, responsibility motivation and success affect one another like a circle. For example, Gough, McClosky and Meehl (1952) in their study worked with high school and college students. The results of their study have showed that students with high social responsibility have been found to have higher academic motivation, feel less anxious and behave less unfriendly, reach their aims more seriously, be more volunteer to join the activities out of teaching and learning process and have cognitive capacity above the standard (Şahan, 2011). The results of different studies also show that people with high motivation and academic success have been found to have high sense of responsibility. Abdi Golzar (2006) in her study with the fifth grade primary school students have found that the students with high academic success are determined to have got higher mean values from "The Scale of Responsibility" compared to mean values of the students with low academic success. Yontar (2013) in his study performed "The Scale of Responsibility for Kids" on 1079 primary school students. The results of his study have showed that the students with the lowest achievement in the subject of Social Sciences have been determined to have got the lowest mean values from the scale, the students with the moderate achievement in the subject of Social Sciences have been determined to have got a little higher mean values from the scale and finally the students with the highest achievement in the subject of Social Sciences have been determined to have got the highest mean values from the scale. Scales and his friends (2014) in their study have found that the students with higher motivation to service-learning additionally improved in their sense of efficacy with regard to helping others and decreased less than did others on their commitment to classwork. On the other hand the result of our study haven't showed any statistical relation between the student teachers' satisfaction with the department they are studying and their sense of responsibility for the green world. This can result from the fact that in faculties which educate teachers the topics that increase the sensivity for the green world may not be emphasized too much or in our education systems they may only be emphasized theoretically.

Finally, in this study the perceptions of the student teachers on the sense of the responsibility in terms of the number of brothers and sisters they have variable have not been found to be statistically significant. However, according to the result of descriptive statistics of student teachers' mean values obtained from the scale, it is observed that as the number of brothers and sisters of the student teachers decreases, the the mean values of the student teachers obtained from the scale increases. This can be resulted from the fact that as the number of the people increses in the family, the amount of work or chore accrued to one person decreases so this may affect the one's perception of responsibility. In literature, there is a few studies examining the effect of the number of one's sisters and brothers on his/her perception of the sense of responsibility. Saylağ (2001) in her study worked with 665 students. The results of her study have showed that the sex, the number of brothers and sisters, educational status of the parents, and socio-economic status of the students have an effect on the students' perceptions of moral values. Özen (2009) in his study have tried to examine the level of personal and social responsibility of the 441 8<sup>th</sup> grade primary school students in terms of moral maturity, control center, sex, educational background of the father, educational background of

the mother, the number of sisters and brothers, level of income variables. The results of his study have showed that the number of sisters and brothers, educational background of the father and educational background of the mother and the sex are the determinant variables that have an effect on the students' receiving personal and social responsibility. What is more, the statistical significancy have been observed between the students' personal and social responsibility scores in terms of the number of sister and brother variable. According to results of his study, while the statistical significancy haven't been observed on the personal and social responsibility scores of the students with one or two sister or brother, the personal and social responsibility scores of the students with three sisters or brothers have increased as much as 2.738 and the personal and social responsibility scores of the students with four sisters or brothers have increased as much as 2.876. However, the personal and social responsibility scores of the students with five or more sisters or brothers have been observed to less than these scores of the students with three or four four sisters or brothers. And also in his study, while the students with three sisters or brothers have reached the highest mean scores for the personal and social responsibility, the students with one sister or brother have reached the lowest mean scores for the personal and social responsibility.

### RESULTS AND SUGGESTIONS

In this part, the results obtained from *"The Scale of Determining the Student Teachers Perceptions on the Sense of Responsibility"* have been listed and along with these results some suggestions have been made. According to the results of *"The Scale of Determining the Student Teachers Perceptions on the Sense of Responsibility"*;

1. The student teachers have been determined to have high level of responsibility for all kinds of responsibility determined.
2. The perceptions of the female student teachers' sense of responsibility have been determined to be higher than the male student teachers' sense of responsibility for all kinds of responsibility determined. Moreover, the statistical significancy have been observed between the perceptions of the student teachers on the sense of responsibility in terms of the sex variable and this significancy have been determined to be on the behalf of female student teachers.
3. The statistically significancy have been observed between the perceptions of the student teachers on the sense of the responsibility and the student teachers satisfaction with the department they are studying. It has been found that as the satisfaction with the department increases the student teachers' general sense of responsibility and their self responsibility, social responsibility, learning responsibility and responsibility for the duties also increase. However, the statistically significancy haven't been observed between the perceptions of the student teachers on the sense of the responsibility for the green world and their satisfaction with the department they are studying. This has been thought to result from the fact that the required sensivity may not have been showed for the green environment in formal or informal education.
4. The statistically significancy haven't been observed between the perceptions of the student teachers on the sense of the responsibility and the number of the sisters and brothers they have. However, it has been observed that as the number of brothers and sisters of the student teachers decreases, the the mean values of the student teachers obtained from the scale increases. This has been thought to result from the fact that the amount of the responsibility or duty accrued to one person decreases, as the number of the people increses in the family so this may affect the one's perception of responsibility.

According to the results of the study performed, some suggestions have been listed below:

- In preschool institutions, on activities and games that will help the students to acquire and develop their sense of responsibility should be focused.
- Parents should be educated about the child development in formal and informal institutions so that they can grow up responsible individuals.
- In formal educational institutions, activities for students and seminars for teachers related to the importance of the sense of responsibility should be organized.
- In faculties that grow up teachers, the lessons and programs that will support the personal development of the candidate teachers should be opened.
- With the aim of determining the factors that contribute to the development of the sense of responsibility, the perception of different samples' sense of responsibility in terms of different variables like the effect of birth order, socio-cultural status of the family, service learning etc. can be studied.

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	<i>Please mention your level of agreement by signing the box below which you think most appropriate for your opinions after having read carefully each item.</i>	Always	Generally	Sometimes	Rarely	Never
14.	I avoid undertaking responsibility more than I can handle.					
15.	I try to be devoted to the duties I will do.					
16.	I care about fulfilling my duties in time.					
17.	I try to find creative solutions to the problems I have encountered.					
18.	I go on working on a duty until I complete it.					
19.	I show behaviours that are convenient for my role.					
20.	I feel happy when I fulfill my responsibilities towards my friends.					
21.	I feel happy when I fulfill my personal responsibilities in my family.					
22.	I can bear the results of my behaviours.					
23.	I make an effort to fulfill the requirements of my profession.					
24.	I prefer the duties that will contribute to my personal development.					
25.	I feel happy when I complete the duty assigned to me.					
26.	I care about my priorities when I take a decision.					
27.	I make an effort to be successful in my profession.					
28.	I make a plans in order to be productive in my professional life.					
29.	I feel uncomfortable when I don't fulfill a duty which I am required to do.					
30.	I feel happy when I help one of my friends in trouble.					
31.	I can sacrifice somethings when I fulfill a duty.					
32.	I try to understand the people and life.					
33.	I try to show a good moral manners.					
34.	I respect rights and freedoms of the people.					
35.	I avoid behaviours which I don't want to encounter.					
36.	I don't allow anyone to act unjustly against me and anybody.					
37.	I try to transfer the knowledge which I gained through education to my daily life.					



<i>Please mention your level of agreement by signing the box below which you think most appropriate for your opinions after having read carefully each item.</i>		Always	Generally	Sometimes	Rarely	Never
38.	I join in afforesting activities for the environment.					
39.	I try to use technological stuffs which are economical in terms of energy consuming.					
40.	I join in activities aiming to protect the nature.					
41.	I avoid using products which damage the environment and nature.					
42.	I want to take responsibility for restoring historical artifacts.					
43.	I warn people who damage the environment and nature.					
44.	I use recycling bins for the recyclable wastes.					
45.	I try to fulfill my responsibilities in my educational life.					
46.	When I see someone throwing his/her trash on the floor I warn kindly him/her.					
47.	I see public holidays and my days off as a chance of overcoming my deficiencies.					
48.	I take lessons from my old experiences.					