

Analysis of 5th, 6th and 7th grade students' attitudes and perceptions regarding helpfulness value

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Suggested Citation:

Celik, A. (2019). Analysis of 5th, 6th and 7th grade students' attitudes and perceptions regarding helpfulness value. *Cypriot Journal of Educational Science*. 14(4), 565–579. <https://doi.org/10.18844/cjes.v11i4.4248>

Received July 2, 2019; revised from October 3, 2019; accepted from December 3, 2019.

Selection and peer review under responsibility of Prof. Dr. Huseyin Uzunboylu, Near East University, Cyprus.

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Abstract

In this study, a mixed method was used. The sample consisted of 175 female and 155 male fifth-, sixth- and seventh-grade students studying in a public secondary school in the Central Anatolia Region in Turkey. The sample was used in accordance with a cluster sampling method, a type of probability sampling. In the quantitative dimension of the research, in order to measure the students' attitudes regarding helpfulness value, the helpfulness attitude scale was used. A form prepared with the aim of measuring the metaphorical perceptions of the students regarding helpfulness value was developed by the researchers. The Statistical Package for the Social Sciences program was used to analyse the quantitative data via T-test and one-way analysis of variance. In order to identify the statistical difference between the groups, TUKEY test was applied. Content analysis was used to examine qualitative data. It has been determined that students have various meanings about the value of helpfulness.

Keywords: Social studies, helpfulness, value of helpfulness.

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1. Introduction

Helpfulness value is included in Social Studies curriculum and is considered as a value to be attained within the scope of the relevant lesson. In the special purposes of the Ministry of National Education (2018) Social Studies curriculum, the issue of educating individuals that adopt not only national and moral, but also universal values, is mentioned, since education enables individuals to transfer the value belonging to their societies (Tay, Durmaz & Sanal, 2013). During the teaching process, the values can be directly associated with the content of the lesson, and they can be taught by means of various value teaching approaches, such as moral reasoning, value analysis, and motivation. Children's families, since the first years of their lives, as well as the primary school process, affect the attainment of such values (Kilcan, 2013). Society has a noteworthy effect in the attainment of these values, because the values are an indispensable part of the culture in the individuals' society (Yilmaz, 2009). The individual is also a part of the society. The education programs also have a significant effect on the attainment of these values. In addition, how and to what extent these values are included in the lesson books is also important for the attainment of these values (Aktan & Padem, 2013). While teaching these values, students need to be provided with concrete experiences. Therefore, it is required to enable students to visualise and concretise these abstract notions by allowing them to experience opposite conditions (Aydin, 2008). In order to manage the learning experience, teachers can use various methods, techniques and strategies. Teachers are responsible for not only academic but also whole-person development of students (Lapsley & Woodbury, 2016).

In the changing and developing world, societies tend to transfer their values to future generations through education in an effective way (Turk & Nalcaci, 2011). In this context, schools, where formal education is provided, are significant in the transfer and sustainment of these values (Saglam & Genc, 2015). The individual who has not been able to attain the values adopted by society can display unacceptable behaviours, which subsequently affects him/her negatively (Doganay, 2006). On the one hand, by enabling individuals to attain these commonly adopted values, it is possible to create common value and purpose in society (Kucuk, 2016). The existence of values, on the other hand, can enable all human activities to comply with their own purposes (Memis, Sever & Bozkurt, 2016). The individual who has attained social values can also attain a sense of belonging to society.

In general terms, helpfulness value can be defined as a value that is adopted by society, with which individuals help others in different aspects without any mutual interest. Sub-dimensions of helpfulness can be listed as sacrifice, compassion, social responsibility, collaboration, sharing, willingness and generosity (Yetim, 2015). The value of helpfulness can be attained in the family, environment and school within the framework of value education. While teaching helpfulness value to the individual, various methods and techniques can be used, such as modelling, encouraging, interaction and various activities carried out in the school (Celik, 2014). While teaching a value, a collaboration between family and schools is required (Berkowitz, 2011; Celikkaya, Basarmak, Filoglu & Sahin, 2014). While transferring academic information and values to individuals, schools need to develop social-emotional abilities that are the basis of character (Elias, 2009).

In reviewing the existing literature, there exists a study on tolerance tendencies and helpfulness attitudes of students (Aslan, 2017). Aydin (2008) studied the effect of responsibility and a helpfulness-oriented character education program on moral maturity levels of students. In his study, Celik (2014) examined the helpfulness attitudes of students. In Social Studies lessons, Tahiroglu (2013) carried out a performance task application for the development of helpfulness value. Alternatively, Bektas and Karadag (2013) examined the metaphors of students regarding the helpfulness value. Aktepe (2010) worked on the helpfulness value in terms of task-based value teaching. In Social Science lesson, Yetim (2015) studied the effectiveness of a case study and drama method on teaching helpfulness and solidarity values in Social Studies lessons. In the study carried out by Sonmez and Akinca (2013), the metaphorical perceptions of secondary school students regarding the helpfulness value were analysed. When international studies on helpfulness are examined, there are Ladd and Oden (1979), Severy and Davis (1971) and Staub (1971) studies.

The current study aims to examine fifth-, sixth- and seventh-grade students' attitudes and metaphorical perceptions regarding helpfulness value, one of the values in the Social Studies curriculum.

2. Method

2.1. Research model

In this study, a mixed-method was used in which both qualitative and quantitative data are collected, and the result obtained from this combination is used (Creswell, 2017; Green, Krayder & Mayer, 2005). In this method, it is possible to reach a result by using various methods at the same time (Baki & Gokcek, 2012). In the current research, the qualitative and quantitative data were collected independently from each other. For this reason, mixing (variation) research design was used. In the mixing research design, after collecting qualitative and quantitative data, it becomes possible to approach the result obtained by mixing the data in various aspects (Creswell, 2017).

Quantitative Dimension: In the quantitative dimension of the research, a survey technique was used in order to reveal students' helpfulness attitudes. Survey research can be defined as the process of revealing an existing condition (Buyukozturk, Kilic Cakmak, Akgun, Karadeniz, & Demirel, 2018; Sönmez & Alacapınar, 2017;).

Qualitative Dimension: In the qualitative dimension of the research, a phenomenological research design was used in order to discover students' perceptions regarding helpfulness value. In the phenomenological research design, there are facts that exist in the lives of individuals who do not have detailed information on them (Yildirim & Simsek, 2013). Therefore, the phenomenological research design is commonly defined as a process that gives meaning to experiences (Patton, 2002).

2.2. Data collection tool and collecting data

Personal Information Form: The form, by which information regarding the participant students' age, gender and grade were collected, was completed by the researcher.

Quantitative Dimension: In the quantitative dimension of the research, in order to measure students' attitudes regarding helpfulness value, the helpfulness attitude scale, developed by Aktepe (2010), was used. This scale is a 5-point Likert-type scale involving such expressions as totally agree (1), agree (2), slightly agree (3), disagree (4) and totally disagree (5). The scale consists of 26 items in total. For the reliability of the scale, Cronbach's alpha reliability coefficient was measured. Accordingly, the first factor of the scale was measured as 0.68, second factor as 0.71, third factor as 0.71, fourth factor as 0.46, fifth factor as 0.63, sixth factor as 0.57 and seventh factor as 0.46, while it was measured as 0.85 for the total scale (Aktepe, 2010). The scale was applied by the researcher to 330 students on different days and at different times.

Qualitative Dimension: In the qualitative dimension of the research, the form prepared with the aim of measuring the metaphorical perceptions of the students regarding helpfulness value was developed by the researchers. Students were given about 15 minutes. The students were asked to fill in the gaps in the following expression: "Helpfulness is like Because". The metaphor form was applied by the researcher to 330 students at different times.

2.3. Research sample

The sample consists of 175 female and 155 male (330 students in total) fifth- to seventh-grade students studying in a public secondary school in the Central Anatolia Region in Turkey. The sample was used in accordance with the cluster sampling method, a type of probability sampling. 'In the

cluster sampling method, a group or cluster having specific features are selected rather than those that represent the universe' (Ekiz, 2015, p. 104).

Table 1. Demographic features of the sample

Features		f
Gender	Female	175
	Male	155
Age	9	34
	10	115
	11	108
	12	4
Grade	5th Grade	127
	6th Grade	101
	7th Grade	102
Total		330

2.4. Data analysis

Quantitative Dimension: The Statistical Package for the Social Sciences program was used to analyse the quantitative data via *T*-test and one-way analysis of variance (ANOVA). In order to identify the statistical difference between groups, a TUKEY test was applied.

Qualitative Dimension: For the analysis of qualitative data, content analysis was used. Content analysis aims to reach a correlation between the researchers' notions in accordance with the results obtained from the data (Bogdan & Biklen, 2007; Yildirim & Simsek, 2013). In the study, the metaphors regarding students' helpfulness value were discovered using the following four steps (Saban, 2008).

Coding and Elimination Step

In this step, a metaphor list regarding students' helpfulness value was prepared. While preparing the list, unnecessary metaphors were eliminated. For instance, in relation to metaphors, such personal expressions as "helpfulness is the most beautiful thing in life, because we would experience the same situation" were considered invalid. The number of metaphors considered invalid was 250.

Metaphor Collecting Step (Example)

In the metaphor analysis step, 74 metaphors in total were accepted as valid. These accepted metaphors were listed again.

Category Development Step

In this step, categories that had common features were developed for each metaphor developed by the students

2.5. Enabling validity and reliability

For the validity of the research results, they needed to be explained in detail (Yildirim & Simsek, 2013). To this end, the way the research results were analysed was explained in detail. For the reliability of the research, expert opinion was incorporated. The categories of the expert and the researcher were compared. In comparison, Miles and Huberman's (1994) formula [$\text{Agreement} / (\text{Agreement} + \text{Disagreement}) \times 100$] was used. Consequently, the reliability of the current findings was measured as 94%.

3. Findings

3.1. Quantitative dimension of the research

In this section, quantitative findings of the research are provided.

Table 2. T-test results of helpfulness scale points according to gender

Scale Sub-dimensions	Gender	N	X	S	SD	t	p
Sacrifice	Female	175	3.45	.912	328	2.19	0.029
	Male	155	3.27	.518			
Compassion	Female	175	4.19	.594	328	2.58	0.010
	Male	155	4.01	.722			
Social responsibility	Female	175	4.27	.599	328	3.75	0.000
	Male	155	3.97	.809			
Collaboration	Female	175	1.74	.800	328	1.821	0.069
	Male	155	1.94	.870			
Sharing	Female	175	4.34	.707	328	4.250	0.000
	Male	155	3.95	.945			
Willingness	Female	175	2.93	.995	328	1.355	0.176
	Male	155	2.78	1.04			
Generosity	Female	175	1.37	.658	328	918	0.359
	Male	155	1.44	.720			

According to Table 2, for the sacrifice sub-dimension, female students' point was identified as X: 3.45, while male students' point was identified as X: 3.27. For the compassion sub-dimension, female students' point was identified as X: 4.19, while male students' point was identified as X: 4.01. For the responsibility sub-dimension, female students' point was identified as X: 4.27, while male students' point was identified as X: 3.97. For the collaboration sub-dimension, male students' average points (X: 1.94) were found to be more than those of female students (X: 1.74). For the sharing sub-dimension, female students' point was identified as X: 4.34, while male students' point was identified as X: 3.95. For the willingness sub-dimension, female students' average points (X: 2.93) were found to be more than those of male students (X: 2.78). For the generosity sub-dimension, male students' average points (X: 1.44) were found to be more than those of female students (X: 1.37).

As per Table 2, there does not exist a significant difference, according to the sacrifice, compassion, collaboration, willingness and generosity sub-dimensions of the scale. These findings reveal that in the sub-dimensions of sacrifice, compassion, collaboration, willingness and generosity of female and male students, gender is not an effective factor. In the social responsibility sub-dimension of the helpfulness scale, a significant difference for the benefit of females exists according to gender. Consequently, it is important to mention that the gender factor is effective in the helpfulness sub-dimension. This finding can be interpreted as the existence of a significant correlation between sharing and gender.

Table 3. ANOVA results of helpfulness scale points according to grades

Scale sub-dimensions	Variance source	Sum of squares	SD	Squares average	F	p	Significant difference
Sacrifice	Between-groups	12.944	2	6.472	12.020	0.000	6th Grade and 7th Grade
	Within-groups	176.072	327	.538			
Compassion	Between-groups	10.171	2	5.086	12.362	0.000	5th Grade and 7th Grade 5th Grade and 6th Grade 7th Grade and 5th Grade
	Within-groups	134.529	327	.411			

Social responsibility	Between-groups	6.842	2	3.421	6.840	0.001	7th Grade and 5th Grade
	Within-groups	163.537	327	0.500			
Collaboration	Between-groups	5.297	2	2.649	3.846	0.022	
	Within-groups	225.190	327	0.689			
Sharing	Between-groups	10.325	2	5.162	7.442	0.001	7th Grade and 5th Grade
	Within-groups	226.830	327	0.694			
Willingness	Between-groups	33.102	2	16.551	17.512	0.000	7th Grade and 5th Grade
	Within-groups	309.053	327	0.945			
Generosity	Between-groups	3.694	2	1.847	3.971	0.020	
	Within-groups	152.116	327	0.465			

When Table 3 is examined, on the one hand, there exists a significant difference in the sacrifice sub-dimension between sixth and seventh, fifth and seventh, and fifth and sixth grades with reference to ANOVA results of helpfulness scale points, according to grade levels. In the compassion sub-dimension of the scale, on the other hand, there exists a significant difference between seventh and fifth grades. In the social responsibility sub-dimension, there exists a significant difference between seventh and fifth grades. In the sharing sub-dimension, there exists a significant difference between seventh and fifth grades, and in the willingness sub-dimension, there exists a significant difference between seventh and fifth grades. In order to identify among which groups there is a statistical difference, a TUKEY test was applied. In the collaboration and generosity sub-dimension, no significant difference was identified.

Table 4. ANOVA results of helpfulness scale points according to age groups

Scale sub-dimensions	Variance source	Sum of squares	SD	Squares average	F	p	Significant difference
Sacrifice	Between-groups	13.396	4	3.349	6.198	0.000	Between 11 and 13 Age
	Within-groups	175.620	325	0.540			
Compassion	Between-groups	13.865	4	3.466	8.610	0.000	Between 11 and 13 Age Between 11 and 14 Age
	Within-groups	130.835	325	0.403			
Social responsibility	Between-groups	10.611	4	2.653	5.396	0.000	Between 10 and 14 Age Between 11 and 14 Age
	Within-groups	159.768	325	0.492			
Collaboration	Between-groups	6.985	4	1.746	2.539	0.040	
	Within-groups	223.503	325	.688			
Sharing	Between-groups	13.346	4	3.336	4.845	0.001	Between 11 and 12 Age Between 11 and 13 Age Between 11 and 14 Age
	Within-groups	223.809	325	.689			
Willingness	Between-groups	28.742	4	7.186	7.451	0.000	Between 11 and 12 Age Between 12 and 11 Age
	Within-groups	313.413	325	0.964			
Generosity	Between-groups	5.796	4	1.449	3.139	0.015	
	Within-groups	150.014	325	0.462			

In Table 4, in ANOVA results of helpfulness scale points according to age groups, when the results of TUKEY test, carried out to identify between which groups there exists a significant statistical difference, a significant difference was identified in the sacrifice sub-dimension between 11 and 13

years of age. In the compassion sub-dimension, a significant difference was identified between 11 and 13 years and 11 and 14 years of age. In the social responsibility sub-dimension, a significant difference was identified between 10 and 14 years and 11 and 14 years of age. In the sharing sub-dimension, a significant difference was identified between 11 and 12 years, 11 and 13 years, and 11 and 14 years of age. In the willingness sub-dimension, a significant difference was identified between 11 and 12 years of age, while no significant difference was identified in the collaboration and generosity sub-dimensions.

3.2. Qualitative dimension

Table 5. Metaphors regarding students' helpfulness value

Metaphor Raw	Metaphor name	f	Metaphor name	Metaphor name	f
1	Rose	1	31	Stream	1
2	Flower	3	32	Pollen	1
3	Chest Lock	1	33	Garden	1
4	Seven Wonders of the World	1	34	Plant	1
5	Sibling	4	35	Seed	1
6	River	1	36	Book	1
7	Life	1	37	Tree	1
8	Smiling	1	38	Wheat	1
9	Fire	1	39	Field	2
10	Puzzle	1	40	Waterfall	1
11	High exam score	1	41	Plant	1
12	Friend	1	42	Transport	1
13	Money	1	43	Mother	1
14	Music	1	44	Cloud	1
15	Teddy Bear	1	45	Moss	3
16	Cotton Candy	2	46	Pole star	1
17	Kitten	1	47	Compass	5
18	Friendship	2	48	Ant nest	1
19	The Home in my Heart	1	49	Young bird	1
20	Rainbow	1	50	Light	1
21	Cotton	1	51	Body	1
22	Chocolate	1	52	Tap water	1
23	Lightning	1	53	Mother father	1
24	Angel	1	54	Money-box	2
25	Light	1	55	Scales	1
26	Eraser	2	56	Core	1
27	Soldier	1	57	Map	1
28	Angel	1	58	Sun	1
29	Water	2			
30	Bird	1			
Total					74

Based on Table 5, students expressed 74 opinions in total, 58 of which are different metaphors, regarding the helpfulness value. When the metaphors created by the students are examined, they mostly focused on compass (5), sibling (4), flower (3) and moss (3). Cotton candy (2), field (2), friendship (2), eraser (2) and money-box (2) are the other metaphors they created. The remaining 49 metaphors were formed once.

Table 6. Categorising metaphors created by the students regarding helpfulness value

Category	Metaphor number
Beauty	2
Continuity	4
Happiness	15
Overcoming difficulties	3
Cleanliness	2
Communication	1
Spreading	12
Sacrifice	4
Guide	6
Saving	2
Favour	2
Complementary	1
Renewal	1
Time	3
Total	58

According to Table 6, the metaphors developed by the students regarding the helpfulness value are categorised under 14 categories. These categories include beauty (2), continuity (4), happiness (15), time (3), overcoming difficulties (3), cleanliness (2), communication (1), spreading (12), sacrifice (4), guide (6), saving (2), favour (2), complementary (1) and renewal (1). When the categories are further examined, students formed metaphors mostly in the happiness (15) category.

Table 7. Metaphors in the happiness category and explanatory examples

Category	Metaphor	f
Beauty	Rose (1), Flower (3)	2
	Flower; when you water it a bit, its dullness goes away and its colour starts to get lighter.	
	Flower; when it blossoms, it smells very good.	
	Rose; it is very beautiful when it buds out.	

As Per Table 7, students formed two different, namely, rose (1) and flower (1), metaphors that qualify helpfulness in terms of beauty. The students considered helpfulness as a source of happiness. When each explanation is examined, they mentioned that helpfulness brought aesthetic beauty to human life.

Table 8. Metaphors in continuity category and explanatory examples

Category	Metaphor	f
Continuity	Seven Wonders of the World (1), Sibling (4), River (1), money (1)	4
	River; it flows continuously.	
	Sibling; it is always near and behind you.	
	Money; when we buy something, it does not disappear, but leaves its place to other things	

As is seen in Table 8, students created four different metaphors, namely, Seven Wonders of the World (1), sibling (4), river (1) and money (1) in the continuity category of the helpfulness value. As can be understood from the students' metaphors, they described helpfulness as a continuous notion.

Table 9. Metaphors in continuity category and explanatory examples

Category	Metaphor	f
Happiness	Life (1), Smiling (1), Fire (1), Puzzle (1), High Exam Score (1), Friend (1), Music (1), Teddy Bear (1), Cotton Candy (2), Kitten (1), Friendship (2), the Nest in My Heart (1), Rainbow (1), Cotton (1), Chocolate (1)	15
	The nest in my Heart; when I help my friends, I feel so happy as if the birds built a nest in my heart.	
	Cotton candy; when you eat cotton candy, you feel happy, when it ends, you feel sad.	
	Fire; it warms one's inside.	
	Friend; because it rushes to your help to make you happy.	
	Kitten; you become happy as you stroke it.	
	Chocolate; it is sweet and gives happiness.	
	Rainbow; everybody likes rainbow and becomes happy when it turns out.	
	High exam score; we become filled with joy.	
	Puzzle; while completing one of its parts, we become happy with a part coming from another person.	

As presented in Table 9, 15 different metaphors have been formed in the happiness category regarding the helpfulness value. These metaphors formed by the students can be categorised as follows: Life (1), smiling (1), fire (1), puzzle (1), high exam score (1), friend (1), music (1), teddy bear (1), cotton candy (2), kitten (1), friendship (2), the nest in my heart (1), rainbow (1), cotton (1) and chocolate (1). When these metaphors are further examined, students described helpfulness as something giving happiness and as a tool of happiness.

Table 10. Metaphors in the suddenly category and explanatory examples

Category	Metaphor	f
Time	Lightning (1), Angel (1), Light (1)	3
	Light; it turns out suddenly when we need help, it lightens.	
	Lightning; occurs very quickly in a very unexpected time.	

As is seen in Table 10, students created three different metaphors, namely, lightning (1), angel (1) and light (1), in the suddenly category of the helpfulness value. As can be understood from the metaphors created by the students, they mentioned that helpfulness occurred in an unexpected time.

Table 11. Metaphors in overcoming the difficulties category and explanatory examples

Category	Metaphor	f
Overcoming Difficulties	Eraser (2), Soldier (1), Body (1)	3
	Eraser; we erase and decrease people's problems by helping them.	
	Soldier; he defends people if there is a war in your country or other countries.	
	Eraser; it erases the difficulties in our lives.	
	Body; when an organ helps an organ, our whole body strengthens.	

According to Table 11, the metaphors created by the students can be categorised as eraser (2), soldier (1) and body (1) under the overcoming difficulties category. When the metaphors are examined, helpfulness was defined as a condition that overcomes the difficulties of individuals.

Table 12. Metaphors in cleanliness category and explanatory examples

Category	Metaphor	f
Cleanliness	Water (2), Bird (1)	2
	Water; water is very clean, pure and natural.	
	Bird; it is pure and clean.	

Based on Table 12, the metaphors that students created regarding the helpfulness value have been categorised under the cleanliness category with regard to water (2) and bird (1). When the metaphors under this category are examined, the students described helpfulness as pure and limpid cleanliness.

Table 13. Metaphors in the communication category and explanatory examples

Category	Metaphor	f
Communication	Chest Lock (1)	2
Chest Lock; when we do someone a favour, the lock between us is unlocked.		

According to Table 13, the metaphor chest lock (1), formed by students with regard to the helpfulness value, is listed under the category of communication. Accordingly, helpfulness was described as a value that enables communication among people and opens the doors of communication.

Table 14. Metaphors in spreading category and explanatory examples

Category	Metaphor	f
Spreading	Stream (1), pollen (1), garden (1), plant (1), seed (1), book (1), tree (1), wheat (1), field (2), waterfall (1), plant (1), transport (1)	12
Field; the more you water it, the more it grows and gets bigger.		
Seed; When you seed it, it vegetates and becomes a huge tree.		
Plant; it spreads by sowing.		
Garden; if you take care of it, it spreads and gets bigger.		
Pollen; it spreads around from a flower and new flowers grow.		
Wheat; it vegetates with water.		
Waterfall; it flows and flows and grows.		
Transport; it distributes love.		
Book; as we read books, our knowledge and love increase.		

As per Table 14, the metaphors stream (1), pollen (1), garden (1), plant (1), seed (1), book (1), tree (1), wheat (1), field (2), waterfall (1), plant (1) and transport (1), which were created by students regarding the helpfulness values, are categorised under the category of spreading. When the metaphors under this category are further examined, students described helpfulness as a value that increases by spreading.

Table 15. Metaphors in the sacrifice category and explanatory examples

Category	Metaphor	f
Sacrifice	Mother (1), Cloud (1), Tap water (1), Mother father (1)	4
Cloud; no matter how much we pollute it, it does not begrudge us its rain.		
Mother; if there are four slices of cake in a five-person family, she is the one who does not eat one slice by saying that she does not like it.		
Mother father; we need them every time.		
Tap water; it taps without expecting anything in return.		

According to Table 15, the metaphors mother (1), cloud (1), tap water (1), mother father (1), formed by the students with regard to the helpfulness value, are provided under the category of sacrifice. When the metaphors are examined, helpfulness was mentioned as a kind of action done without expecting anything in return.

Table 16. Metaphors in the guide category and explanatory examples

Category	Metaphor	f
Guide	Moss (3), Pole star (1), Compass (5), Ant nest (1), Young bird (1), Light (1)	6
	Moss; it helps someone that gets lost in a forest.	
	Ant nest; the entrance of the ant nest shows the south. It helps the one who has lost its way.	
	Compass; it helps us to find our way when we get lost.	
	Pole star; it guides the ship that has got lost in the sea without expecting anything in return.	
	Light: before turning on it, our life is dark. After turning on it, our life lightens.	

Based on Table 16, the metaphors formed by students with regard to the helpfulness value are given under the category of the guide. Metaphors created by students include Moss (3), pole star (1), compass (5), ant nest (1), young bird (1) and light (1). When the students' answers are examined, they described helpfulness as a tool that shows the direction when needed.

Table 17. Metaphors in the saving category and explanatory examples

Category	Metaphor	f
Saving	Money-box (2), Scales (1)	2
	Money-box; it gets full when one throws money into it, but it does not get full when one does not throw money into it, and we get upset.	
	Money-box; Love and happiness accumulate.	
	Scales; one day the same comes and finds us.	

When Table 17 is examined, the metaphors money-box (2) and scales (1), formed by the students regarding the helpfulness value, are categorised under the category of saving. According to this table, students associated helpfulness with something in which people need to make some investment for their own lives.

Table 18. Metaphors in the favour category and explanatory examples

Category	Metaphor	f
Favour	Core (1), Angel (1)	2
	Core; you remove the shield, the malignity and reach the goodness inside.	
	Angel; it desires our goodness.	

According to Table 18, when the metaphors core (1) and angel (1) regarding the helpfulness value are examined, students' answers are categorised under the category of saving. According to the formed metaphors, students described helpfulness as goodness accepted socially.

Table 19. Metaphors in the complementary category and explanatory examples

Category	Metaphor	f
Complementary	Map (1)	1
	Map; each part creates a whole.	

As per Table 19, the metaphor map (1), formed by students regarding the helpfulness value, is categorised under the category of complementary. Accordingly, helpfulness was described as something that complements the missing part in one's life.

Table 20. Metaphors in renewal category and explanatory examples

Category	Metaphor	f
Renewal	Sun (1)	1
	Sun; when the sun rises, a new day begins.	

In Table 20, the metaphor sun (1), formed by students regarding the helpfulness value, is categorised under the category of renewal. The students described the helpfulness value as a condition that renews each time in a human's life.

4. Conclusion, discussion and suggestion

In the study, the attitudes and perceptions of fifth- to seventh-grade students regarding the helpfulness value were identified through metaphors. Based on the quantitative data of the study, a gender-based significant difference was identified in the social responsibility and sharing sub-dimension of the helpfulness scale. In the social responsibility and sharing sub-dimension of the scale, a significant difference was identified for the benefit of the females. This particular finding overlaps with previous research (Aslan, 2017; Celik, 2014; Saglam & Genc, 2015). Based on the findings, gender was an effective factor in the social responsibility and sharing sub-dimension of the scale. In the sacrifice, compassion, collaboration, willingness and generosity sub-dimension, no significant difference was found. Consequently, it is possible to conclude that gender does not have an effect on the sacrifice, compassion, collaboration, willingness and generosity sub-dimensions.

When the effect of students' grades on the helpfulness scale point is examined, a significant difference was identified in the sacrifice dimension between sixth and seventh, fifth and seventh, and fifth and sixth grades. In the compassion sub-dimension of the scale, a significant difference was identified between seventh and fifth grades. While a significant difference was identified in the social responsibility, sharing and willingness sub-dimension of the scale between seventh and fifth grades, no significant difference was found in the generosity and collaboration sub-dimension of the scale. Based on this finding, it is possible to conclude that grade levels have an effect on the attitudes of students regarding the sacrifice, compassion, social responsibility, sharing and willingness sub-dimensions of the helpfulness scale.

When it is examined whether the helpfulness scale points displayed a significant difference in terms of age groups, a significant difference was found between ages 11 and 13 in the sacrifice sub-dimension, between ages 11 and 13, ages 11 and 14 in the compassion sub-dimension, between ages 10 and 14, ages 11 and 14 in the social responsibility sub-dimension, between ages 11 and 12, ages 11 and 13, ages 11 and 14 in the sharing sub-dimension, and between ages 11 and 12 in the willingness sub-dimension. No significant difference was identified in the collaboration and generosity sub-dimensions of the scale. Consequently, a correlation exists between age groups and students' attitudes regarding helpfulness in the sacrifice, compassion, social responsibility, sharing and willingness sub-dimensions of the scale.

When the qualitative dimension of the research is examined, it is seen that students created 58 different metaphors. They focused mostly on compass (5), sibling (4), flower (3), and moss (3) metaphors. In light of these metaphors, 14 different categories were formed. These categories can be listed as follows: beauty (2), continuity (4), happiness (15), time (3), overcoming difficulties (3), cleanliness (2), communication (1), spreading (12), sacrifice (4), guide (6), saving (2), favour (2), complementary (1) and renewal (1). The metaphors formed by students are tools that display their perception of and that explain the helpfulness value (Miller, 1987).

In the category of beauty regarding the helpfulness value, it was found that students formed two different metaphors. When these metaphors are examined further, students associated helpfulness with rose (1) and flower (3), which people find aesthetically beautiful. On the one hand, when the metaphors of students in the beauty category are analysed, it is clear that students tried to explain helpfulness with animate metaphors. In the continuity category, on the other hand, students focused on such concrete entities as seven wonders of the world (1), sibling (4), river (1) and money (1). When these metaphors formed by students are examined, it is possible to infer that helpfulness will continue in a human's life forever. When the metaphors of the helpfulness value in the happiness category life (1), smiling (1), fire (1), puzzle (1), high exam score (1), friend (1), music (1), teddy bear (1), cotton

candy (2), kitten (1), friendship (2), the nest in my heart (1), rainbow (1), cotton (1) and chocolate (1) are examined, students described helpfulness as a happiness-giving emotion. When the metaphors lightning (1), angel (1) and light (1) in the category of time are analysed, students defined helpfulness as something that comes out suddenly. When the metaphors eraser (2), soldier (1) and body (1) in the category of overcoming difficulties are analysed, students defined helpfulness as a hand that helps to overcome difficulties. In the cleanliness category, students mentioned water (2) and bird (1) metaphors and explained helpfulness as a clean tool. In the communication category, students expressed their metaphor as chest lock (1). In other words, they considered helpfulness as a tool that opens the communication channels among people. When the metaphors in the spreading category, stream (1), pollen (1), garden (1), plant (1), seed (1), book (1), tree (1), wheat (1), field (2), waterfall (1), plant (1) and transport (1) are examined, students mentioned that a favour might continue by spreading. When the metaphors in the sacrifice category mother (1), cloud (1), tap water (1) and mother-father (1) are examined, students explained helpfulness as something done unselfishly without expecting anything in return. The metaphors in the guide category, moss (3), pole star (1), compass (5), ant nest (1), young bird (1) and light (1), considered helpfulness as a guiding tool when required. The metaphors in the saving category, money-box (2) and scales (1), described helpfulness as a saving in people's lives. In the favour category of helpfulness, the metaphors core (1) and angel (1) explained helpfulness as a good behaviour displayed in society and ending up with favour. In the complementary category, map (1) metaphor was formed. Helpfulness was described as something that fills a gap in a human's life. Finally, when the sun (1) metaphor, categorised under the renewal category, is examined, it was mentioned that renewal occurs after each behaviour that is beneficial to humans.

For students, cognitive, emotional and social development is an inseparable whole (Lovat, Clement, Dally & Toomey, 2011). Cognitive, emotional and social development plays an important role to teach values. Students who are insufficient in terms of social and emotional aspects are not ready for learning when they come to school (Berkowitz, 2011). This emphasises the significance of family for the social and emotional development of children. Teachers also have similar important responsibilities for the teaching of values. Moreover, teachers need to have appropriate vocational knowledge and skills to teach values (Thornberg & Oguz, 2013).

Based on the results of the current study, the following suggestion can be made:

1. Classroom activities aiming to teach helpfulness value in the classroom can be designed.
2. Activities that enable students to help others without expecting anything, and in a way to be beneficial to society, need to be designed, and it is required to enable students to derive pleasure from helping others.
3. Both in the classroom and school, teachers need to display behaviours that can be a role model for students for the helpfulness value.

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