



The Volunteering Activities of Social Studies Teachers in NGO's and Their Perception of Volunteering*

Melike Faiz¹

¹Kastamonu University, Faculty of Education, Kastamonu, Turkey

ARTICLE INFO

Article History:

Received 26.05.2020

Received in revised form
10.08.2020

Accepted 30.08.2020

Available online

28.09.2020

ABSTRACT

Volunteering can be stated as activities performed for the benefit of the society regardless of the interests of the people. Such activities are of great importance for the strengthening of the social structure. In this study, the activities of social studies teachers in non-governmental organizations and the perception of volunteering were tried to be determined. In this context, the research was carried out in the phenomenology pattern, which is one of the qualitative research methods. The study group of the study consisted of 38 social studies teachers determined by purposeful sampling method. In the study, the data were collected by structured interview form and analyzed by descriptive analysis method. The data of the research were collected in the spring semester of the 2019-2020 academic year. The results of the research: In the definition of volunteering in the study, the most repeated result is the benefit of society, benevolence, and favorable income without waiting for a financial response. It was concluded that volunteering increases solidarity and empathy and improves unity-togetherness and solidarity. In the study, the reasons for the low rate of volunteerism in Turkey unconsciousness, educational shortcoming is that prejudice and politics intertwined. It was concluded that the most needed volunteering activities should be in the fields of education, environment, children and health.

Keywords:

Social studies teacher, volunteering, citizenship

1. Introduction

Being a virtuous person is highly important. Virtuous people are the individuals not only looking after their own interests but also protecting the interests of others. An important fact for an individual to be able to develop the society of which he is the member is also his voluntary activities. In other words, it is the voluntariness of individual for social welfare. Voluntary activities can be defined as the works done for someone else or a community without expecting anything in return, social collaboration and sharing. The participation of people in voluntary activities improves the young in terms of social participation by enabling them to have a sense of belonging to the society, as well as their self-improvement. In this context, the concept of volunteering, what volunteer activity is, the place of non-governmental organizations in volunteering, and the relevance of volunteering to social studies will be explained.

Faiz (2019) defined volunteering as the attempt of individual by feeling like or by believing it to be true for the benefit of society in order to improve the living standards of other individuals who are out of his family or immediate circle, without concern for financial gain or any expectation of personal benefit, or his support to non-governmental organizations. Ellis (2004) defined volunteering as "helping people", "being a good

* This study was presented as an oral presentation at ERPA International Congresses on Education, 10-12 April 2020

¹ Corresponding author's address: Faculty of Education, Department of Social Studies Education, Kastamonu University, Kastamonu, Turkey

Telephone: +90-366-2803389

e-mail: mfaiz@kastamonu.edu.tr

<http://dx.doi.org/10.17220/ijpes.2020.04.007>

citizen" and "a good way to gain new skill or experience". Ministry for Welfare and Population Development (1997) defined volunteering as providing non-repayable service to a social welfare or development organization and an important human resource used by social foundations and development programs. Patrick (2003) stated that responsible citizens would be aware of the principles and practices of democracy by participating in voluntary activities in their own societies, acting politically in order to achieve public goals, and having moral and civil virtues. Also, the involvement of individuals in voluntary activities enables them to shape and direct their lives and thus, enhances their sense of belonging to their country. Volunteering allows individuals to have a voice in their own country (Leigh et al., 2011). This is also related to the citizenship of individuals. Participation is one of the most important constituents of citizenship. Social participation refers to the participation of an individual in social activities as it aims the common well-being of the individual. Volunteering is a part of social participation (Faiz, 2019).

Voluntary activities can be performed not only individually but also through organizations. These organizations are called non-governmental organizations (NGOs). Özer (2008) regarded non-governmental organizations as non-profit organizations in industrial societies which work on a collective benefit basis and act on a voluntary basis to enlighten and lead the public. Yeramisos (2001) stated that individuals unite and constitute non-governmental organizations in order to achieve the solidarity that will enable them to be more effective on the issues for which they consider themselves as the center of various points of interest and benefit, in the societies that put individual in the center.

When studies on volunteering are examined, it is seen that there are many studies. Accordingly, Johnson, Bebe, Mortimer and Snyder (1998) determined who participated in voluntary activities and how young people had an influence on voluntary activities. Yönten-Balaban and Çoban-İnce (2015) investigated the volunteering activities performed by the young in non-governmental organizations and the sense of volunteering. Stukas, Snyder and Clary (1999) investigated the effects of compulsory volunteering of university students on volunteering intention. Denny (2003) examined the effect of education on volunteering. Hellman, Hoppes & Ellison (2006) investigated the factors related to the intention of university students towards being volunteer. Hyde and Knowles (2013) researched what predicted the volunteering intention of the Australian university students and the motivation and limitations of the students for volunteering. Francis (2011) examined the norms and functions leading university students to volunteering. Son and Wilson (2012) investigated the effect of religion and education on volunteering. Akatay, Kıray and Özdemir (2016) examined the effect of NGO training on the sense and intention of volunteering and participation of university students. Faiz & Dönmez (2017) examined the perception of volunteering of the individuals with different ethnicities. Çakmak-Barsay (2019) investigated the voluntariness of the candidates in Health Manpower. Demirci, Erbaş and Giderler-Atalay (2009) investigated participation potential of university students to the 'NGOs within the organizational citizenship behavior to civic virtue.

Social studies is an interdisciplinary course that includes many disciplines. This lesson aim to help students acquire citizenship skills, solve problems they may encounter in life, and acquire the necessary knowledge about life. The fact that the individual is an effective citizen includes the awareness of the problems faced by the society in which he finds himself and trying to solve it. Volunteering of an individual in solving social problems is related to her/his social participation (Faiz, 2019). As we have stated before, voluntary activities can be defined as a part of social participation. Social participation ensures the belonging of individual to the state. Thus, volunteering serves as a bridge between the state and society. Volunteering is also an important step towards becoming a democratic society. As it can be understood from here, since social studies aim to raise active citizens, volunteering is directly related to both citizenship and social studies. The effect of Social Studies teachers on future generations is undeniable. Social studies teachers have an important place in raising active citizens. Volunteering is also important for active citizenship as it is a part of social participation. In this respect, it is very important to examine the volunteering activities of social studies teachers and to determine their perception of volunteering. In addition, since previous research was not done with teachers, this study was required. This study differs from other studies in this aspect. The problem statement of the study can be stated as:

What are the volunteering activities of Social Studies teachers and their perception of volunteering?

Sub-Problems:

1. What is the status of social studies teachers to participate in non-governmental organizations?
2. What are the three of the most important elements in the definition of volunteering according to social studies teachers?
3. What benefits do volunteering activities bring to the society / young / children according to social studies teachers?
4. What are the three most important reasons of the low rate of volunteering in Turkey according to social studies teachers?
5. What are the perceptions of social studies teachers about young people's participation in voluntary activities?
6. What are the areas of volunteering activities needed mainly in Turkey, according to social studies teacher?

2. Method

2.1. Research Model

In this research, phenomenology that is one of the qualitative research methods was used. Phenomenology is a research design which aims to reveal the experiences of individuals that are related to a particular phenomenon (Creswell, 2014). In the research, phenomenology design was used since the social studies teachers answered the research questions by using their own experiences.

2.2. Study Group

Social Studies teachers who were in different cities of Turkey and agreed to participate in the research voluntarily constituted the study group of the research. Purposeful sampling was used in the research. Purposeful sampling means specifying a group that fits best for the problem to be studied as the subject of observation (Sencer, 1989). 43 feedbacks were received in total. 5 of them were excluded from the scope of study group because of the incomplete information given and the answers left blank. Totally 38 teachers were included in the study group.

Table 1. Demographic Information of the Participants

Age Range	f	%	Years of Seniority	f	%	Gender	f	%
23-30	14	35,9	5-10	22	56,4	Female	16	41,0
31-35	8	20,5	11-15	6	15,4	Male	22	56,4
36-40	11	28,2	16-20	6	15,4	Total	38	100
41-45	4	10,3	21-25	4	10,3			
45 and above	1	2,6	Total	38	100			
Total	38	100						

Considering the demographic information of the social studies teachers participating in the research, the age range is 23-30 for 14 participants, 31-35 for 8 of them, 36-40 for 11 of them, and 41-45 for 4 of them and 1 of them is at the age of 45 and over. 22 of them 5 to 10 years, 6 of them 11 to 15 years, 6 of them 16 to 20 years, and 4 of them have 21 to 25 years of seniority. 16 of the participants are female and 22 of them are male.

2.3. Data Collection

The data of the research were collected in the spring semester of the 2019-2020 academic year. It took about a month to collect the data. While determining the interview questions, the researcher benefited from the questions that Yönten-Balaban and Çoban-İnce (2015) used in their article. The name of article is "Youth Voluntary Activities in Non-governmental Organizations and Perception of Volunteerism: Example of Educational Volunteers Foundation of Turkey (TEGV)". Six questions were asked to determine the activities of teachers and their perception of volunteering. The questions were prepared by Google docs and data were collected via e-mail, whatsapp and facebook.

2.4. Data Analysis and Interpretation

The data obtained in the research were analyzed by descriptive analysis. In descriptive analysis, it is aimed to present the obtained findings to the reader in a summarized and interpreted form. The data obtained are organized according to the previously determined framework (Yıldırım & Şimşek, 2003). The documents obtained from the answers of the teachers were named as P1, P2, P3, P38 and their sexes were specified as M, F. After this process, a descriptive analysis of each question was made. Each question is coded according to its similarities and differences. Coding enables hierarchical editing of data in the analysis process, while also enabling to divide these codes into categories and subcategories (Glesne, 2013). These codes were brought together according to their similarities and differences and categories were created.

2.5. Validity and Reliability

Validity in qualitative researches refers to the situation when the researchers, participants and readers understand the same thing in the same way as a result of the analysis of data (Creswell, 2016). In this study, validity was tried to be provided by giving a detailed explanation of the analysis of the data obtained and teacher opinions related to the findings. Reliability in qualitative researches is explained as reviewing the obtained data by more than one coder and reaching a consensus in case of dissenting (Creswell, 2016). Patton (1990) explains analyst triangulation as the encoding and stratification of data and the completion of category development process by two or more researchers. In this research, the data were analyzed separately and findings were compared. A consensus was reached by discussing the issues on which the researchers did not have similar views. Also, the categories created by the researchers were compared and the percent agreement was calculated. Percent agreement shows the reliability level in qualitative researches. It is recommended that the rate of percent agreement which was formulated by Miles and Huberman (1994) should be close to 80%. In this research, the categories created by the researchers were compared and the same categories were determined as consensus and different categories as dissent, and reliability calculation for each question was made separately. According to this, the percent agreement was calculated 87%.

3. Findings

The answers given to the questions asked to the participants in the study were tabulated. The answers given by the participants and relevant interpretations were presented below.

3.1. Findings Related to the First Sub-problem:

“What is the status of social studies teachers to participate in non-governmental organizations?”

Table 2. Participation Status of the Participants to NGOs

Participation	f	%
None	22	48,88
TEMA(The Turkish Foundation for Combating Soil Erosion, for Reforestation and the Protection of Natural Habitats)	6	13,33
Education Related Unions	6	13,33
AFAD(Ministry of Interior Disaster and Emergency Management Presidency)	2	4,44
Yes		
TEGV(The Educational Volunteers Foundation of Turkey)	2	4,44
Other- İlk yardım(Aid Foundation For Primary Schools), Bal-Türk(Balkan Turks Solidarity And Culture Association), Human Rights Association, Turkish Red Crescent, İZDAK(İzmir Mountaineering Club) LOSEV(Foundation For Children with Leukemia, Eğitim-İş(Laboure Union of the Laboure's of Education and Science)	7	15,55
Total	45	100

While 22 of the participants are not the members of NGOs, 16 of them are members. The participants with a membership are mostly the members of TEMA, Education Trade Unions and AFAD.

3.2. Findings Related to the Second Sub-problem

“What is the three of the most important elements in the definition of volunteering according to social studies teachers?”

Table 3. *According to the Participants, the three Most Important Elements in the Definition of Volunteering*

Opinions of Teachers	f	%
Benefit of society	15	16,48
Helpfulness	14	15,38
Sincerity	8	8,79
Willingly	8	8,79
Solidarity / Unity	7	7,69
Not to expect a material response	7	7,69
Sacrifice	5	5,49
Effective citizenship / responsibility	5	5,49
Pragmatism	4	4,39
Empathy	3	3,29
Goodwill	3	3,29
Pity	3	3,29
Sharing	2	2,19
Allah's sake	2	2,19
Happiness	2	2,19
Awareness	2	2,19
Entrepreneurship	2	2,19
Other (Purpose, Why, Social Equality, Health, Belief in Righteousness, Hope, Sincerity, Time, Positive Approach, Interest)	9	9,89
Total	91	100

Participants mostly focused on the benefit of society and helpfulness. That was followed by sincerity, willingly, solidarity/unity and no materialistic expectation in return as the most repeated elements. As it can be understood from here, according to the participants, volunteering is regarded as a help which is for the benefit of society, is given by feeling like and voluntarily, requires self-sacrifice and is given with no thought of personal gain. Moreover, four participants evaluated volunteering as one of the elements of becoming an active citizen.

Example quotation for:

“Benefit of society”; P10, F. *“Benefit of society, entrepreneurship, active citizenship”*

“Helpfulness”; P5, M. *“Goodwill, helpfulness and feeling of sharing”*

“Sincerity”; P3, M. *“Not to expect a material response, sincerity, benefit of society”*

“Willingly”; P21, M. *“Optionally, public benefit, solidarity”*

3.3. Findings Related to the Third Sub-problem

“What benefits do volunteering activities bring to the society / young / children according to social studies teachers?”

Table 4. According to the Participants, Volunteering Activities Bring to Society/ Youth /Children

Opinions of Teachers	f	%
Unity / Solidarity	16	14,24
Helpfulness	11	9,79
Awareness / Sensitivity	8	7,12
Belonging	6	5,34
Empathy	6	5,34
Sharing	5	4,45
Effective citizenship	4	3,56
Problem solving	3	2,67
Be good people	3	2,67
Tolerance	2	1,78
Expression ability	2	1,78
Social skill	2	1,78
Self Confidence	2	1,78
Social justice	2	1,78
Cooperation / division of labor	2	1,78
Happiness	2	1,78
Other (Hopeful, Strong society, Interests, Values education, Excitement, Success, Psychological resilience, Peace of mind, Compassion, Sacrifice, Sensitivity, Knowledge, Experience)	13	11,57
Total	89	100

Participants emphasized that volunteering activities brought mostly being in unity, helpfulness, value of solidarity and sensitivity, sense of belonging to society, and ability to empathize to the society / young / children. As it can be seen, some values and skills included in social studies curriculum can be gained to the individual through voluntary activities. It was also emphasized that individuals engaging in voluntary activities would be active citizens. Additionally, it was stated that volunteering activities enabled the individual to gain personal skills.

Example quotation for:

“Unity/solidarity”; P1, F. *“It plays an important role in ensuring unity and solidarity, and helping the ones in need.”*

“Helpfulness”; P3, M. *“It increases the values of helpfulness and solidarity of individuals. It allows people to understand how important making a contribution, even if it is a little, to the lives of people is.”*

“Awareness”; P24, F. *“More sensitive individuals are raised. At the same time, volunteering activities provide individuals with qualifications such as knowledge, experience, tolerance, sharing and taking responsibility.”*

3.4. Findings Related to the Fourth Sub-problem

“What is the three most important reasons of the low rate of volunteering in Turkey according to social studies teachers?”

Table 5. *The Three Most Important Reasons for the low Rate of Volunteerism in Turkey according to the Participants*

Opinions of Teachers	f	%
Lack of knowledge / information	8	8,6
Education	7	7,52
Prejudice	7	7,52
No financial interest	7	7,52
Irresponsibility	7	7,52
Selfishness	7	7,52
Intertwined with politics	6	6,45
Unconsciousness	5	5,38
Laziness	4	4,3
Considerable / unnecessary	4	4,3
Social relationships are weak	3	3,22
Lack of trust	3	3,22
Lack of time	3	3,22
Not to be promoted	3	3,22
Economic	3	3,22
Not to make life style	2	2,15
Lack of human emotions	2	2,15
Empathy	2	2,15
Community pressure	2	2,15
Other (Not reaching the goal, unfairness, abstentions, aids hidden, flirting, unemployment, future anxiety, priorities are different)	8	8,6
Total	93	100

As the reason for the lack of volunteering activities in Turkey, participants mostly stated that people did not have enough knowledge on voluntariness, that adequate education on volunteering was not provided, that people were prejudiced against voluntary activities, that people had materialistic expectations in return of the favor, that people were irresponsible and selfish, and also, that people did not want to join in the non-governmental organizations since the most NGOs in Turkey were highly engaged with the politics. In fact, considering these answers, it is seen that volunteering is misunderstood in society.

Example quotation for:

“Lack of knowledge” ; P10, F. *“No, because we are not conscious enough about this issue. In our age, which prioritizes the individual rather than social benefit, young people continue their lives within the framework of their own living space. People who are more interested in technology and social media express their thoughts more easily through social media. Associating civil society institutions with political parties or ideologies causes people to distance themselves from non-governmental organizations.”*

“Prejudice” ; P14, F. *“Fear of being blacklisted, tendency to conspiracy looking for another secret plan behind the organizations, not to be supported socially”*

“No financial interest” ; P5, M. *“ People refrain from doing unrequited work. We can say that the negative point of view of volunteer activities of some sections of the society and the insufficiency of the training programs for the prejudice activities.”*

3.5. Findings Related to the Fifth Sub-problem

“What are the perceptions of social studies teachers about young people's participation in voluntary activities?”

Table 6. *Volunteering Status of Young People according to the Participants*

Participation	Reason	f	%
Yes		6	10,34
	Selfishness	12	20,68
	Other Efforts	7	12,06
	Unaware	6	10,34
	Future anxiety	6	10,34
	Using technology incorrectly	4	6,89
No	Time	4	6,89
	Education is inadequate	2	3,44
	Lack of unity feeling	2	3,44
	Unconsciousness	2	3,44
	Other (Political party, irresponsibility, shyness, society closed, social media, lazy, disrespectful)	7	12,06
	Total	58	100

32 of the participants think that young people do not spend time on voluntary activities. According to them, this is due to that young people are selfish, tend to take up other hobby or interests and have anxiety for future. As it is seen, according to the participants, young people cannot spare time for voluntary activities mostly because they are insensitive or indifferent and study more due to their future anxiety.

Example quotation for:

“Future anxiety” ; P17, M. *“No. Future anxiety of the young and not having enough knowledge on these topics”*

“Selfishness” ; P33, F. *“Unfortunately, no. The youth thinks the world revolves around them. The ones who have not suffered do not attempt to remediate. They are not aware.”*

“Awareness”; P14, F. *“I do not think. Because today most of our young people are raised with exam anxiety, they prefer to do things that are useful to themselves rather than developing sensitivity to their environment. This causes them to take on a selfish personality.”*

3.6. Findings Related to the Fifth Sub-problem

“What are the areas of volunteering activities needed mainly in Turkey, according to social studies teacher?”

Table 7. *The Most Needed Volunteer Activity Fields according to the Participants*

Opinions of Teachers	f	%
Education	23	26,43
Environment	18	2,68
Children	11	12,64
Health	8	9,19
Natural Disasters	5	5,74
Animal	3	3,44
The poor people	3	3,44
The old People	3	3,44
Nature	2	2,29
Women’s Rights	2	2,29
Social Help	2	2,29
Other (Disabled citizen, patriotism, values education, respect to	7	8,04

human, NGOs, theme, global warming)

Total	87	100
-------	----	-----

Participants stated that there was a need for volunteering activities mostly on education, environment, children, health and natural disasters. Some of the participants also added that those areas of activity were interrelated and could not be thought separately.

Example quotation for:

“Education”; P6, M. *“Of course, education comes first. So, it is very important to enable individuals to gain awareness towards environment, animals, the elders, etc. within educational activities.”*

“Education, children”; P15, M. *“The tree bends when it’s wet. I think that education is based on the word. But not only education at school, but also education by parents at home is part of it. Our aim is to raise volunteer individuals for the benefit of society and humanity.”*

“Environment”; P35, M. *“Environment and nature. As I experience the negative effects of the nature we consume rapidly, I think that studies should be done in this field.”*

4. Discussion

With this study, the opinions of social studies teachers about volunteering and their participation status were determined. In addition, their observations about the participation of young people and individuals in voluntary activities were determined. Since this study is a qualitative study, it cannot be generalized, but it can give us a detailed idea. Thus, it can also contribute to the improvement of existing participation situations.

Considering the results obtained in the study, participants associated volunteering mostly with the benefit of society, helpfulness, having no materialistic expectation, giving help willingly, unity and solidarity that are the concepts included in the definition of volunteering. In the study carried out by Yönten-Balaban and Çoban-İnce (2015), it was seen that helpfulness and love were given in the answers. This result is similar to the findings obtained in this study. In another study carried out by Faiz and Dönmez (2017), volunteering was defined by the participants in the sense of civic engagement, becoming socially beneficial, and feeling of belonging to society. The answers in this study also show that the participants regard volunteering as an action taken on the basis of the benefit of society and helpfulness, without any expectation, willingly and in solidarity / unity and solidarity.

In this study, the participants were asked about what volunteering brought to the individual. Based on the answers given by them, it was concluded that volunteering enabled individuals to gain the concepts of being in unity, helpfulness, the value of solidarity and sensitivity, the feeling of belonging to society and to improve the ability to empathize with people better. Yönten-Balaban and Çoban-İnce (2015) reached that it enabled to gain communication skill, increased the feelings of love and responsibility, instilled self-confidence and love. In the study by Faiz and Dönmez (2017), it was concluded that volunteering would contribute to personal development, enable individuals to feel belonging to the community in which they led their lives, and enable them to gain sense of responsibility. Coşkun (2012) stated that voluntary activities brought the values of patience, love, respect, helpfulness, responsibility, integrity, sensitivity, mercy, safety and tolerance. Voluntary activities ensure to gain the feelings of belonging and civic solidarity, positive changes in self-image, helpfulness (Omoto, Snyder, & Berghuis, 1992), social responsibility and social orientation (Oliner & Oliner, 1988), and self-worth and social respect (Snyder & Omoto, 1992). Feelings of self-efficacy arise from volunteering (King, Walder, & Pavey, 1970; Omoto & Snyder, 1990; Scheibe, 1965). Some certain values and skills included in both this study and social studies curriculum can be gained to individual through voluntary activities. Also, the levels of active citizenship of individuals will increase when they perform volunteering activities.

Participants were asked about the reason why the volunteering activities in Turkey were little. When the answers given to this question were considered, they stated that people did not have adequate knowledge regarding volunteering, that they did not receive enough education in volunteering, that they were prejudiced against volunteering activities, that they had materialistic expectations in return of the favor, that individuals were often irresponsible and selfish, and also that they did not want to join in the NGOs in Turkey since most of them were engaged in politics. Yönten-Balaban and Çoban-İnce (2015) stated that the

rate of volunteering was low due to the reasons such as inadequate information on the volunteer concept and indifference resulting from unawareness, lack of sense of responsibility among individuals, insensitivity, regarding voluntariness as loss of time since there is no materialistic return, expectation of financial benefit in return for effort, laziness, and the perception that non-governmental organizations advocate a political and religious opinion. This is almost the same as the result of our research. Although 5 years have passed, no change can be seen. Akatay, Kıray and Özdemir (2016) stated that education was very important in order to raise awareness towards voluntary activities in individuals. Raising awareness among individuals is related to informing individuals.

Participants were asked about whether the young participated in voluntary activities and 32 participants stated that they did not. That the young people were selfish, took up other points of interest and had an anxiety for future was stated as the reason. Yönten-Balaban and Çoban-İnce (2015) stated in their study that people did not spare time to voluntary activities and it resulted from the lack of knowledge / information related to voluntary activities. This result also supports the result of our research. Individuals should be provided with the education to establish the awareness of volunteering. Also, Yönten-Balaban and Çoban-İnce (2015) stated that the individuals with future anxiety were more likely to engage in activities providing benefits to them. Kesgin (2016) stated that volunteering activities were little because of the reasons such as the self-orientation of individuals, the organizational structure of the NGOs, the weight of educational costs and therefore, the obligation to work outside besides the study at school, not having enough time for volunteering and because of the negative point of view towards volunteering. However, in the study carried out by Çakmak-Barsay (2019), it was concluded that young people performed voluntary activities.

Participants were asked in which areas volunteering activities should mainly be carried out. Accordingly, they stated that there was a need for volunteering activities on education, environment, children, and health and children. Additionally, some of them explained that those areas were directly related to each other and would not be considered separately. A similar result was also found in the study by Yönten-Balaban and Çoban-İnce (2015). It was focused on education, children and environment. Also, some of the participants believed that the volunteering activities to be increased in education would have an effect on other areas.

22 of the social studies teachers are not the members of NGOs, 16 of them are members. The participants with a membership are mostly the members of TEMA, Education Trade Unions and AFAD. Demirci, Erbaş and Giderler-Atalay (2009) found that college students NGO participation rate in Turkey was below average. Erdoğan and Uyan-Semerci (2017) found that 12% of the population in Turkey participate any NGO members. This puts Turkey has made fifty-fifth from sixty-five countries surveyed. According to another study, 15.8% of CSOs participate in the country, while only 6% are members of NGOs (Çarkoğlu & Aytac, 2016). According to another study, while the participation rate to NGOs (5.3%) is the non-participating group (94.6%) (Şahin & Akboğa, 2019). As can be seen from here, NGO membership in Turkey is quite small. There are several reasons for the low level of being members of NGOs in Turkey. Economic difficulties, people not being interested in civil society activities and not trusting NGOs are among these reasons (Çarkoğlu & Aytac, 2016). The reputation score attributed to NGOs is 6.1 out of 10. However, as people associated in Turkey, NGOs, democratization, there was inadequate transparency and the ability to represent the demands of society (YADA, undated). The trust between individuals is quite low in Turkey is another reason (Kalaycıoğlu, 2002). The presence of CSOs is of vital importance in the public's ability to intervene in decision-making on matters of concern and therefore to guide decision-making mechanisms (Karakurt & Tosun, 2007). NGOs are also of great importance in the establishment of democracy.

Young people or individuals should be informed on voluntary activities and their awareness should be raised. Informing may be performed by means of panel, conference, and etc. In order to encourage the young to perform voluntary activities, the volunteering activities they have participated in may be scored in their curriculum vitae for recruitments. Job holders may also be honored. If this process is followed for a while, it may be easier to make voluntary activities permanent within the society. Necessary time for volunteering should be arranged. Individuals should be provided with the opportunities to perform volunteering activities. Voluntary activities may be included in each stage of the level of teaching and thus, individuals may gain several important values and skills as well as their personal development. Teachers can be made conscious about being a member of NGOs. Inter-disciplinary studies done on volunteer activities in Turkey, because volunteering is a concept that should be handled as a single discipline.

References

- Akatay, A., Kiray, A., & Özdemir, S. (2016). The effect of NGO education on volunteering tendency: A study on university students. *Organizasyon ve Yönetim Bilimleri Dergisi*, 8(1), 18-27.
- Coşkun, Z. S. (2012) *The effect of community service learning on value acquisitions of preservice teachers* (Unpublished masters' thesis), Institute of Educational Sciences, Department of Educational Sciences, Atatürk University, Erzurum.
- Creswell, J. W. (2016). *Research design: qualitative, quantitative, and mixed methods approaches*. California: Sage.
- Çakmak-Barsay M. (2019). Sağlık insangücü adaylarında gönüllülüğün tahmin edilmesi. *Gençlik Araştırmaları Dergisi*, 7(Özel Sayı), 59-69.
- Çarkoğlu, A., & Aytac, S. E. (2016). *Türkiye'de bireysel bağışçılık ve hayırseverlik*. İstanbul: TUSEV Yayınları.
- Demirci, K., Erbaş, A., & Giderler-Atalay. (2009). Investigation of participation potential of university students to the 'NGOs within the organizational citizenship behavior to civic virtue. *Journal of Azerbaijan Studies*, 12(1-2), 752-767.
- Denny, K. J. (2003). *The effects of human capital on social capital: a cross-country analysis* (No. 03/16). IFS Working Papers.
- Erdoğan, E., & Uyan-Semerci, P. (2017). Understanding young citizens' political participation in Turkey: Does 'being young' matter?. *Southeast European and Black Sea Studies*, 17(1), 57- 75.
- Faiz, M., & Dönmez, C. (2017). Opinions of some nationals (North American, South Korean, Chinese, Indian, Turkish and Latin American) on some concepts of citizenship education. *Universal Journal of Educational Research*, 5(4), 631-640.
- Faiz, M. (2019) *Sosyal bilgiler ve gönüllülük*, In B. Ü. İbret & S. Kaymakçı (Eds.) *Sosyal Bilgiler ve Toplum* (s.303-321), Ankara: Pegem Akademi Yayınevi.
- Ellis, A. (2004). *Generation V: Young people speak out on volunteering*, London: Institute for Volunteering Research.
- Francis, J. E. (2011). The functions and norms that drive university student volunteering. *International Journal of Nonprofit and Voluntary Sector Marketing*, 16(1), 1-12.
- Hellman, C. M., Hoppes, S., & Ellison, G. C. (2006). Factors associated with college student intent to engage in community service. *The Journal of Psychology*, 140(1), 29-39.
- Hyde, M. K., & Knowles, S. R. (2013). What predicts Australian university students' intentions to volunteer their time for community service?. *Australian Journal of Psychology*, 65(3), 135-145.
- Johnson, M. K., Bebe, T., Motimer, J. T., & Snyder, M. (1998) Volunteerism in adolescence: A process perspective, *Journal of Research on Adolescence*, 8(3), 309-332.
- Kalaycıoğlu, E. (2002). *State and civil society in Turkey: democracy, development, and protest*. in Aryn B. Sajoo (Ed.), *Civil society in the Muslim world: Contemporary perspectives* (s. 247- 272). London: I. B. Tauris.
- Karakurt-Tosun, E. (2007). Non-governmental organisations and local administrations in Turkey at the curve of European community. *Paradoks, Ekonomi, Sosyoloji ve Politika Dergisi*, 3(2). 1-16.
- Kesgin, B. (2016). An assessment of volunteering studies in Turkey. *Mimar Sinan Güzel Sanatlar Fakültesi Sosyal Bilimler Enstitüsü Dergisi*, 13, 119-131.
- King, M., Walder, L. O., & Pavey, S. (1970). Personality change as a function of volunteer experience in a psychiatric hospital. *Journal of Consulting and Clinical Psychology*, 35(3), 423-425.

- Leigh, R., Horton Smith, D., Giesing, C., Jose León, M., Haski-Leventhal, D., Lough, B. J., Mwat-hi Mati, J., Strassburg, S. & Hockenos, P. (2011). State of the world's volunteerism report 2011: Universal values for global well-being. Bonn, Germany: United Nations Volunteers.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis* (2. Edition). London: Sage Publications.
- Ministry for Welfare and Population Development (1997). White Paper for Social Welfare. Notice 1108 of 1997. *Government Gazette*, 386(18166). Pretoria: Government Printers.
- Oliner, S. P., & Oliner, P. M. (1988). *The altruistic personality: Rescuers of Jews in Nazi Europe*. New York: Free Press.
- Omoto, A. M., & Snyder, M. (1990). Basic research in action: Volunteerism and society's response to AIDS. *Personality and social psychology Bulletin*, 16(1), 152-165.
- Omoto, A. M., Snyder, M., & Berghuis, J. (1993). The psychology of volunteerism: A conceptual analysis and a program of action research. In J. Pryor, & G. Reeder (Eds.), *The social psychology of HIV infection* (pp. 333-356). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Özer, M. H. (2008). Economical and social functions of NGO's in today's World. *Electronic Journal of Social Sciences*, 7(26), 86- 97.
- Patrick, J. J. (2003). The civic mission of schools: Key ideas in a research-based report on civic education in the united states. ERIC Digest. ED475385, 1-7.
- Patton, M. (1990). *Qualitative evaluation and research methods*. Beverly Hills, California: Sage.
- Scheibe, K. E. (1965). College students spend eight weeks in mental hospital: A case report. *Psychotherapy: Theory, Research & Practice*, 2(3), 117-120.
- Sencer, M. (1989). *Toplum bilimlerinde yöntem*, İstanbul: Beta Yayınları.
- Snyder, M., & Omoto, A. M. (1992). Volunteerism and society's response to the HIV epidemic. *Current Directions in Psychological Science*, 1(4), 113-116.
- Son, J., & Wilson, J. (2012). Using normative theory to explain the effect of religion and education on volunteering. *Sociological Perspectives*, 55(3), 473-499.
- Stukas, A. A., Snyder, M., & Clary, E. G. (1999). The effects of "mandatory volunteerism" on intentions to volunteer. *Psychological Science*, 10(1), 59-64.
- Şahin, O., & Akboğa, S. (2019). The relationship between the state and civil society organizations, and participation in civil society organizations in Turkey. *International Journal of Political Science and Urban Studies*, 7(2), 405-427.
- Yaşama Dair Vakıf (YADA). (undated). Sivil toplum kuruluşlarına yönelik algı ve yaklaşımlar. Retrieved from <https://www.sivilsayfalar.org/wp-content/uploads/2019/10/araştırma-raporu-WEBpdf.pdf>. Date of access: 10. 04.2020
- Yerasimos, S. (2001). *Sivil toplum, Avrupa ve Türkiye, Türkiye'de sivil toplum ve milliyetçilik*. İstanbul: İletişim Yayınları.
- Yönten-Balaban, A., & Çoban-İnce, İ. (2015). Youth voluntary activities in non-governmental organizations and perception of volunteerism: Example of educational volunteers foundation of Turkey (TEGV). *Dokuz Eylül University Faculty of Economics and Administrative*. 30(2), 149-169.