SOCIAL RESPONSIBILITY COGNITION IN HIGHER EDUCATION

Hicran Özlem ILGIN
Namık Kemal University, Turkey
hoilgin@nku.edu.tr

İrfan ERTEKİN
Erzincan University, Turkey
iertekin@erzincan.du.tr

Didem ATAMAN YENGİN
İstanbul Aydın University, Turkey
didemyengin@gmail.com

ABSTRACT
Establishing sustainable social responsibility awareness by strengthening the social responsibility consciousness of the students who prefer Vocational School for vocational education is important for the development of social awareness. In this context, the aim of this study is to be able to demonstrate the social responsibility awareness gains in Vocational Schools. Namık Kemal University Marmara Ereğlisi Vocational School Social Assistance and Solidarity Club initiated in 2016 and to determine and examine the social responsibility awareness development of the students participating in club activities based on the views of the students and the advisors of the study. The data were compiled with observations made during the one year period by the advisor teaching staff member and the advisor teaching staff. The sample group was composed of 9 students who were club members and a focus group study was conducted with the group. It can be said that the social responsibility project carried out by the students for a year at the end of the study was effective in improving the social responsibility awareness of the students and the social environment of the college students. It has been revealed that the students have the ability to work as a team, to acquire new friendships, to be able to cope with difficulties and to produce solutions.

Keywords: Student, social responsibility, university, social responsibility cognition

YÜKSEKÖĞRETİMDE SOSYAL SORUMLULUK BİLİNCİ

ÖZ
Mesleki eğitim almak üzere Meslek Yüksekokulu tercih eden öğrencilerin sosyal sorumluluk bilinçlerinin güçlendirilerek sürdürülebilir bir sosyal sorumluluk bilinci oluşturulması toplumsal farkındalıkların geliştirilmesi için önem taşımaktadır. Bu bağlamda bu çalışmanın amacı, Meslek Yüksekokullarında sosyal sorumluluk bilinci kazanımlarını ortaya koyabilmektir. Bu bağlamda araştırmanın hedefi 2016 yılı içinde başlatılan Namık Kemal Üniversitesi Marmara Ereğlisi Meslek Yüksekokulu Sosyal Yardımlaşma ve Dayanışma Kulübü çalışmalarının sistematik bir şekilde ortaya konması ve çalışmalara katılan öğrencilerin ve danışman öğretim elemanının görüşlerine dayalı olarak kulüp çalışmalarına katılan öğrencilerin sosyal sorumluluk bilinci gelişiminin belirlenmesi ve incelenmesidir. Veriler danışman öğretim elemanı kimliği ile danışman öğretim elemanı tarafından bir yıl süreyle yapılan gözlemlerle derlenerek verilmiştir. Örneklem kümesi kulüp üyesi olan 9 öğrenciden oluşturulmuş ve grup ile bir odak grup çalışması gerçekleştirilmiştir. Çalışma sonunda bir yıl süre ile öğrenciler tarafından yürütülen sosyal sorumluluk projesinin yüksekokul öğrencilerinin ve sosyal çevrelerindeki kişilerin sosyal sorumluluk bilincini geliştirme noktasında etkili olduğunun belirlendiği söylenebilir. Öğrenciler takım olarak çalışma, yeni arkadaşlıklar edinme, zorluklara karşı durabilme ve çözüm üretme gibi birçok bireysel beceri ve ekip olma becerisi elde ettiği ortaya konmaktadır.

INTRODUCTION

The establishment's approving the existence of the society except its own benefit, being interested in social problems beside its basic responsibilities, considering the results of the actions to be taken in advance constitute the basis of the responsible behavior (Peltekoğlu, 2012).The concept of social responsibility has been built upon the principle of maintaining the activities of the establishment in consideration with the well-being of the society. In other words, social responsibility can be described as both the establishments' liabilities to gain profit and their obligation to respond to the individuals and foundations in the society as well (Sabuncuoğlu, 2004). A social goal can provide a "belief system" for the institution and the brand and change the perceptions of the consumers considerably. Social responsibility campaigns can also enable the establishment develop valuable relationships with a series of its important sharers such as employees, suppliers and government institutions (Pringle and Thompson, Trans: Yelçe and Feyyat, 2000).

With the definition of corporate social responsibility association; it has been accepted as the most sustainable way that the most ideal attitude of the corporate social responsibility has been implemented by counting the corporate social responsibility in the corporate strategy and voluntarily not because of legal obligation. Practices show that especially corporate social responsibility applications that the corporations carry out both voluntarily and strategically require long term investment. It is very important to treat corporate social responsibility by this approach as the most effective input increasing the profitability. According to European Union Corporate Social Responsibility Green Paper Report, corporate social responsibility has been described as a concept where the business operations of the corporations and their social and environmental matters are combined and where they can work up a connection with the sharers on a volunteer basis (http://kssd.org/kss-nedir/Date of Access 08.01.2017).

Social responsibility concept associates with Corporate Social Responsibility concept today. In addition to this, it should be considered that social responsibility is not a concept including only corporations but also individuals. Indıvıdual social responsibility can be shortly described as the individual's contribution to the solution of the problems that have been observed in the society where the individual lives. Social responsibility and volunteering actions and a social atmosphere where the self-confidence and inter-individual confidence is high and where the individuals rely on the corporations of the society in which they live have taken the lead of strengthening the community development (Tog, 2013).Whose responsibility is social responsibility? This responsibility belongs to the whole community and the administration. That is, it should aim at not developing or presenting a brand but providing benefit to a social problem. Increasing social responsibility activities of the corporations and especially private sector has caused some contradiction in terms. Activities such as advertisement and sponsorship which are within the other area of activity of the private sector are confused with the social responsibility campaigns. Social responsibility does not only belong to private corporations. Government agencies and non-governmental organizations should have obligations and studies on this subject (http://www.sabah.com.tr/yazarlar/cumartesi/bsemerci/2008/08/02/sosyal_sorumluluk_bilinciDate of Access). Social responsibility is a concept that public, private sector and non-governmental organizations come together around a goal and head for a common life. From another point of view, social responsibility is the fact that individuals and corporations follow the actions which develop and protect not only their own benefits but also the general benefits of the society(http://www.sosyalsorumluluk.org/sosyal-sorumluluk-nedir/Date of Access 08.01.2017).

Today, social responsibility is a concept which is treated within two frameworks in the world. The concept which is handled under the headings of Corporate Social Responsibility and Social Responsibility fundamentally combines on the common ground of social benefit. However, the main goal of corporate social responsibility projects in which commercial interests are looked after is to ensure the corporation to be seemed appealing by the consumer/target audience/public opinion

although they include activities aimed at social benefit. From this point of view, the concept of social responsibility in this study will be called as "social responsibility" by treating as an awareness of working on the purpose of social benefit on the individual step.

Social Responsibility in Turkey
Considering the history of the concept of social responsibility in Turkey, it can be seen that the corporations had social responsibility actions in Ottoman Empire period. Operations of Ahi community organization, guild organization and foundations can be treated within this framework. It has been seen that the tradition of foundation continues in this day and time. Foundations of large scale corporations that have existed before the time when the concept of corporate social responsibility started to develop and be accepted are follow-up of this conception. Vehbi Koç Foundation which was established in 1969, Hacı Ömer Sabancı Foundation which was established in 1974, Dr. Nejat F. Eczacıbaşı Foundation which was established in 1978 are the first social responsibility corporations in Turkey. Today, these foundations are seen as a part or the follow-up of corporate social responsibility applications. It has been seen that in Turkey, the corporations include social responsibility applications effectively and widely after 2000s (http://www.sosyalsorumluluk.org/kurumsal-sosyal-sorumlulugun-turkiyede-gelisimi/Date of Access 08.01.2017).

As appeared in the literature, social responsibility projects in Turkey are carried out by private and public corporations and by non-governmental organizations as institutional context. In this context, it is necessary to state that the corporations tend towards social responsibility activities as a marketing and communication activity with the aim of strengthen the corporate image and reputations of the corporations. Social responsibility is awareness. It is necessary for each individual of the society to go towards social benefit without gathering around a commercial goal in order to say that this awareness is developing. In this regard, it is important at this point to make the university students take part in the social responsibility projects in order to develop social responsibility not only as an economical means but also a social awareness.

Social Responsibility at Universities
The establishment and development of social responsibility awareness requires social support and education (Hotamışlı, et al. 2010).Educational organizations should make the students attain the behaviors such as working, cooperating, being open to share, and helping the ones in need which are the requirements for social responsibility beside giving information and skills in certain fields(Schlechty, 2005 Cit: Töremen, 2011). It can be said that besides giving the fundamental knowledge in accordance with the profession, it is also necessary to teach the university students who are in struggle for getting a profession how to contribute to the society in which they live in the direction of the experience and knowledge they have gained (Saran et al, 2011).Within this context, it is also important to develop social responsibility of the students in vocational schools as in the other units of the universities.

Vallaeys (2013) has listed the necessary subjects in social responsibility activities in this way. According to Vallaeys, social responsibility is a situation that the corporations are responsible for the effects of their actions and behaviors in the society. Social responsibility requires a management practice which tries to make the society sustainable by encouraging sustainable development forms and extinguishing the unsustainable negative effects. Social responsibility is not outside or beyond the law. It works in coordination with the legal obligations. Social responsibility requires coordination between the sharers who want to act on the identified negative effects. From this viewpoint, it presents positive and negative effects of the social responsibility projects developed at the universities that may occur at social and legal level.

Considering the social responsibility projects in education; The Project of Letter Friendship Mektup Kardeşliği Projesi), The Campaign of Collecting Books (Kitap Toplama Kampanyası), The Book Bank "For Reading Turkey" ("Okuyan Türkiye İçin" Kitap Bankosu), Give a hand to Anatolia! "A Child A Hope Project" (Bir El de Sen Uzat Anadolu'ya! "Bir Çocuk Bir Umut" Projesi), Bicycle

Pedals: The Key to Health Project (Sağlığın Anahtarı Bisiklet Pedalları Projesi), Book Library Automation Project (Kitap Kütüphane Otomasyonu Projesi), You stop at the red light, not the heart (Kırmızı ışıkta kalp durmasın, sen dur), Touch the child heart Project (Çocuk yüreklerine siz de dokunun Projesi) form only a part of the social responsibility projects(http://www.sosyalsorumluluk.org/sos/egitim/page/2/Date of Access 08.01.2017). University students in Turkey join the social responsibility processes through various organizations and constitutions inside and outside the university. The outside university constitutions include non-governmental organizations, the activities implemented by citizen formations and corporate social responsibility projects. The constitutions inside the university include Student Societies/Clubs, Student Council, Civil Involvement Projects and the lessons such as Community Service Practices and the various projects within the scope of university (Tog, 2013).

Civil Involvement and Awareness, Cooperation, Solidarity, Effective Communication and Supporting Self-Evaluation Skills, Social Responsibility Cognition and Creating self-confidence are the leading goals for the university students. Within this scope, it has all-round benefits for the universities on the basis of corporation and the university students in private to take part in social responsibility projects. Social responsibility projects contribute to the universities for performing their fundamental duty and to the university students for taking charge in the projects beneficial for the society. In this context, the attitude and behaviors of the university students who come up against social problems and have the opportunity to discuss and think over them towards social problems take shape more consciously (Owen, 2000).

Student societies and Student Council are seen as committees and societies whose boundaries are specified by Higher Education Institution Regulation and where activities in the direction of social benefit are also implemented. Community Service Projects, Civil Involvement Projects, Elective Social Responsibility lessons, University Projects Practices involve limited lessons specified for performance and which the students can have as elective lesson during one or two terms (Tog, 2013).These committees and lessons mentioned take place at the universities as social responsibility activities. In this regard, the studies in the direction of developing the social responsibility cognition of the university students are relatively carried out. In other words, they differ from each other according to the universities. In this study, an example of a student club which gives support to developsocial responsibility cognition of the university students will be shared with the literature.

The aim of this study which is about Marmaraereğlisi Vocational School, Social Assistance and Solidarity Club is to systematically present the activities of Social Assistance and Solidarity Club which started in 2016, to determine and examine the development of social responsibility cognition of the students attending the club activities based on the views of the students and the instructor attending the activities. In this context;

- The collection of the social responsibility activities of the students within 1 year of club activities and the views of the supervisor instructor in relation to the development of the students' social responsibility cognition,
- The views of the students themselves and the students took part in the study in relation to the development of the students' social responsibility cognition within 1 year of club activities will be presented by the findings of the study.

METHOD
The subject of this research is composed of the views of the students themselves the students took part in the study in relation to the development of the students' social responsibility cognition at the end of the studies of Namık Kemal University Marmaraereğlisi Vocational School Social Assistance and Solidarity Club established by voluntary students in December, 2015. With the implementation of this study, the aim is to ensure the social responsibility projects at the universities become more effective and convey social responsibility cognition in a wider framework to the students. In the first stage of the research, the activities of the mentioned club members for evaluating a field of activity intended to develop social responsibility cognition of university students have been examined. Data has been presented fundamentally by gathering the observations made by me as the supervisor instructor

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through a year. In the second stage, a study of focus group, consisted of 9 club member students, will be carried out. In this regard, this study is a qualitative research within a "case study" framework.

A case study is a summary of an activity, event or a problem including a reality or a hypothetical situation and includes the complications encountered within its own environment (https://student.unsw.edu.au/what-case-study 09.01.2017). Analyzing a case study requires trying to apply knowledge and thinking skills to a real situation. In order to learn something from a case analysis, "analyzing knowledge, practice, reasoning and inferring" is required (Kardos& Smith 1979).

The focus group interviews have an important function in collecting qualitative data.Within qualitative research design and methods, focus group interview can be expressed as an interview and discussion technique with the group focused on a limited subject (Yıldırım and Şimşek, 2008). Focus group interview is a series of discussions planned to learn the ideas of a group of participants specified in advance about a predetermined subject (Baş et al, 2008). There is a moderator and reporter in the focus group interviews in general. Focus group interviews are generally carried out in four stages: 1st stage: In this stage, the researcher determines the subject and bounds it by examining in detail. In this examination, the subjects are ordered according to their importance. 2nd stage: In the second stage, the participants of the research, the features of these participants, common features of these participants, major topics and the questions to be asked in the interview are specified. 3rd stage: In this stage, the place and time of the focus group interview, moderator, reporter, and other officials if available are determined and the interview is implemented. 4th stage: The interview is summarized; reports and short notes are examined; data are reviewed; interviews are analyzed and reported (Çokluk et al, 2011).

Focus group consists of 6 -10 participants who have the qualities of the study group. The interview may last between 45 and 90 minutes and it is suggested not to exceed 90 minutes. It is suggested not to include more than 10 questions in the study. Eight is the ordinary number of the questions (https://assessment.trinity.duke.edu/documents/How_to_Conduct_a_Focus_Group.pdf. Date of Access 11.01.2017).

In this study framework, the development of social responsibility cognition of university students has been taken as a case; a focus group study has been implemented by addressing the views of supervisor instructor in terms of the development of social responsibility cognition of the students attending club activities between the dates of joining the club and the interview through examining the data sources related to the club activities.

Study Group

The study group determined for the focus group study consists of 9 participants from the core team, in other words, from the primary study group, existing during the period since the starting date of the club activities.

Table 1. Demographic and academic definitions of the group in which focus group studies will be carried out

Student Code	Gender	Age	Department	Registered Province	Home City
K1	M	22	Tourism and HospitalityManagement	Batman	İstanbul
K2	F	30	Office Management and Assistance	Ankara	Tekirdağ
K3	F	20	Office Management and Assistance	Van	İstanbul
K4	M	21	Office Management and Assistance	Kastamonu	İzmir
K5	M	30	Office Management	İstanbul	İstanbul

			and Assistance		
K6	F	28	Office Management and Assistance	Kars	Tekirdağ
K7	M	20	Office Management and Assistance	Sivas	İstanbul
K8	F	20	Office Management and Assistance	Edirne	Edirne
K9	M	20	Office Management and Assistance	Sinop	Tekirdağ

The information presented in Table 1 shows the gender, age, department, registered province of the students participated in the focus group study. In addition, the cities where the participants reside in are shown in a separate column. In this context, the data of the provinces where the students come from or in other words the places that their families live are recorded although the students study in Tekirdağ.

Accordingly, the study group consists of 4 male and 5 female participants. The average of their ages is 23. While, 8 of the students are registered to the department of Office Management and Executive Assistance, 1 student is registered to the department of Tourism and Hospitality Management. In this regard, it has to be stated that 369 of 789 students registered to Marmaraereğlisi Vocational School attend to the department of Office Management and Executive Assistance as a result of the fact that the department has evening education besides daytime education. Therefore, the number of the club participants from the department which composes 49% of the total number of the students at the school reaches high.

Considering the registered provinces of the members composing the core team of the club, it can be seen that the students are registered to different regions and provinces. On the other hand, considering the cities where the students reside, it has been reported that students, except 1, live in Tekirdağ and its neighboring cities. From this point of view, it is out of question to handle the association of the students within the club activities in a category of a certain ethnic identity or belonging to certain geography.

Collection and Analysis of the Data
Data collected from the focus group study carried out with 9 students who participated effectively in the activities of Marmaraereğlisi Vocational School Social Assistance and Solidarity Club has been analyzed through descriptive analysis method. In this context, while the views of some participants have been cited directly, some of them have been cited indirectly within the descriptive analysis framework.

FINDINGS
In the first part, the findings will be recorded by compiling the activities of Marmaraereğlisi Vocational School Social Assistance and Solidarity Club in short. In the second part, the findings of focus group interview will be presented in detail.

Findings of the Study of MEMYO (Marmaraereğlisi Vocational School) Social Assistance and Solidarity Club
In this part, information about Marmaraereğlisi Vocational School Social Assistance and Solidarity Club has been presented. "Club Activities" will be presented with the support of the observations made by me as the supervisor instructor through a year. The specified period is 2015-2016 Academic-Year Spring Term and 2016-2017 Academic-Year Fall Term. The club has started its activities with a suggestion of a student in Entrepreneurship lesson in the beginning of 2015-2016 Academic-Year Spring Term. The student mentioned a call relating to the stationery needs of a village school which

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he saw on the social media. The project has been formed by practical approaches by the vocational school students themselves and does not include a bureaucratic structuring.

The club has carried out 7 campaigns during 2015-2016 Academic-Year Spring Term. At the end of these campaigns, 201 students have received assistance. The schools to which boats, stationery equipment and book assistance are sent are determined taking account of the calls for assistance published in the social media followed by the voluntary students. The students implemented the campaign by getting in touch with the related people at the schools in need of assistance and getting information about the necessary equipment. The number of the campaigns of the club has increased to 17 in 2016-2017 Academic-Year Fall Term. The club has increased its activities significantly by reaching a total of 25 schools and 628 students in a year.

There is a core team working in the establishment and the fundamental operation during the activities. The first student bringing forward the offer has been started to be called as the president organically although no election process has been executed. The students in the core team have differed in time. In this regard, focus group study has been carried out on the core team.

Marmaraereğlisi Vocational School Social Assistance and Solidarity Club is a student club which has been established for meeting the needs of village schools who calls for assistance on the social media. The club has been established organically around a social responsibility project. In other words, the project has been formed by practical approaches by the vocational school students themselves and does not include a bureaucratic structuring. In this context, it works and follows a structure apart from the Student Clubs connected to Health, Culture and Sports Department. The structure of the club has been formed as self-governing in comparison with the student clubs in the central campus as a result of the fact that the school is 30 km far away from the central campus of Tekirdağ Namık Kemal University and the students stay in student residences, pensions and houses in Marmaraereğlisi.

The fact that the students living in the conditions of a district create a new space of social life and activity for themselves has been supported by the Vocational School Board and the students have gained a self-governing and free space within these campaign studies. The school-centered lifestyle of the students has an effective role in establishing the club and starting the activities because of the distance of the district to the social living spaces. On the other hand, it can be stated that being at the distance to the central campus and not being able to benefit from the opportunities in the central campus causes the students lose their motivation. It has been observed that while this negative feeling makes some of the students desperate, it encourages some of them making new social studies.

Findings of Focus Group Study
In this part, the findings of focus group study which has been carried out with 9 participant students will be presented. The questions asked to the students have taken place in a table, the answers have been systematically presented in the table and the statements obtained from the views of the students have been given as indirect citation under the tables.

Table 4. The status of the students' participation to a social responsibility project before

Have you ever participated in a social Responsibility Project?	Yes f	No f
I have participated in a social responsibility Project before.	2	
I have not participated in a social responsibility Project before.		7

In Table 4, 2 of the students have expressed that they have participated in a social responsibility project before. Their statements are presented below.
"I was in primary school at the time of Van earthquake. I participated in the aid campaign in our school with the support of my family." (K3)

"I worked at the aid campaign in our school at the time of Van earthquake. That was just for once, not continuous like these studies. That is, a package was sent once and no other projects were carried out. It is a bit different here. The studies are always keeping on." (K6)

Table 5: The students' definition of Social Responsibility Cognition

I think social responsibility cognition is;	f
To develop empathy.	5
To learn to act as a whole.	3
The moral compass.	1

The students' definitions of Social Responsibility Cognition have been given in Table 5. The citations related with the students' views are as follows;

"I think social responsibility is something that should be made voluntarily and without response." (K1)

"It means to see the events from a general framework instead of a single window. You should even review your shopping. It requires developing empathy." (K4)

"Social responsibility cognition is to be aware of the situation where I am well but the other is not. It is to help if necessary. It means being able to feel yourself as if you are in the other individual's position that is financially bad or has impossibilities." (K9)

"I sometimes ask myself whether I need it or not while buying something. Because a child can buy a boat with that money and then I retract and don't buy that. In my opinion, this is having a social responsibility cognition..". (K6)

"Social responsibility cognition is to know that you can put forward something together while doing nothing by oneself. Social responsibility cognitionis being able to act together. Sometimes you cannot do anything with 10 Liras but when you come together you can do many things. Social responsibility cognition is being aware of this." (K2)

Table 6: The students' definitions of the changes in their school life with their participation in the project

These have changed in my school life because of the club activities;	f
It helped me make new friends.	3
It made me come to school for a second goal.	2
It helped me become a family with my friends.	1
It helped me know my school friends better.	3

The students' definitions of the changes in their school life with their participation in the project have been given in Table 6. The citations related with the students' views are as follows;

"I had the opportunity to meet the students from different departments easily and become friends with them. I know almost everyone at school now and they know me as "the social helper boy" (K7)

"This club has made me come to school not only with a book and notebook but also for a social goal. It isn't necessary to have a lesson for me to come to the school. I always want to be here for the studies. Isn't it the aim of the university?" (K5)

"I have thought wrong about some of my friends. The ones that I thought to get help haven't even been interested in the studies. Thus, I started to look over my friendships." (K6)

"I understood that I have the true friendships and this project helped me become a more sensitive person."(K8)

Table 7: The students' definitions of the changes in their social life outside the school with their participation in the project

These have changed in my social life outside the school because of the club activities;	f

It changed my viewpoint about the people.	5
The people's viewpoint about me changed.	3
It helped me make friends from different universities.	1

The students' definitions of the changes in their social life outside the school with their participation in the project have been categorized in Table 7. The citations related with the students' views are as follows;

"I began to think about the lives of the people there and started to affect the people around me. I showed the students who try to get education in hard conditions to the people around me." (K7)

"When I look at the people, I have never thought whether they need something or not. Is he/she in need of something? However, this club taught me to see the people in a different way. It even helped me approach the beggars more compassionately. This situation has also affected the viewpoints of the people around me." (K4)

"The people around me, my friends, and my family, shortly everyone see me from a different perspective. As I am in a social project and we are seen in the newspaper, it is considered more important. Everybody wants to give me a support." (K9)

"As the people who I don't know got in touch with me through Facebook in order to give assistance, I have made new friends from Karabük University and İstanbul Aydın University. There are also students from the central campus of our university who always give support as I shared our studies in the confession web site of our university." (K1)

Table 8: The views of the students and their social environment related to the changes in social responsibility cognition with their participation in the project

I affected my school friends and the people in my social environment with this project in this way;	f
I revealed the values that my friends/environment is not aware of.	4
I showed the people around me that they can meet greater needs by working together.	4
I showed the people around me that they can help the people in need around them.	1

The views of the students and their social environment related to the changes in social responsibility cognition with their participation in the project have been categorized in Table 8. The citations related with the students' views are as follows;

"I think I revealed the moral compass of the people around me again. In my opinion, they started to treat the events more emotionally while they were turning away from them before." (K8)

"Our neighbors even ask to give support with the money that they saved from their shopping. They sometimes knit scarves and beret and bring them to me. Sometimes they bring eraser, notebook and pencil. This is very nice. They become happy." (K2)

"We have revealed the feelings that both the other students at school and the people around us aren't aware of." (K3)

"My family, my mother and my father are glad that I work for such a project." (K9)

Table 9: Views of the students related to the difficulties that they encountered during the project studies.

The most difficult thing that I encountered during the club activities is;	f
I was criticized for giving support to the East.	9

Views of the students related to the difficulties that they encountered during the project studies have been given under one category in Table 9. The citations related with the students' views are as follows;

"When we first started this study last year, we had a friend in economically easy circumstances. He said "Instead of helping the Kurdish people, give support to the people from Bursa" Then, he started to work with us after seeing the results of our study" (K1)

"Today, unfortunately people discriminate the others as first class and second class. We have come across this situation many times during this project. People often asked "Why do you help these and not those?" We have many difficulties because they tried to assign different meanings to our studies in their comments on social media but we aren't afraid of these difficulties because we have a great goal." (K3)

"There are many communities in our country. We shouldn't forget the fact that they try to divide us. We should keep on our studies and position as much as possible." (K5)

"Because of political situations, I have encountered the questions like "Are you from this political party or that political party?" However, I always told people that this project is nothing about any political party and doesn't have a political identity. I will never give up telling." (K6)

"Unfortunately, the current Turkish-Kurdish discrimination caused problems. However, we kept on working and gave the children support because children don't know politics; they are not in the politics. Thus, I tried not to hear the critics." (K2)

Table 10: The suggestions of the students related to the social responsibility projects to be carried out at the universities

In order to develop social responsibility cognition at the universities, I think;	f
Social responsibility projects should appear on social media more.	5
Instructors should give more support to the studies.	4

The suggestions of the students related to the social responsibility projects to be carried out at the universitieshave been categorized in Table 10. The citations related with the students' views are as follows;

"In my opinion, the societies like this should appear more on social media. Therefore, it can reach much more people and the moral compass may come to light" (K8)

"Arrangements should keep on. Facebook and Instagram should be actively used." (K9)

"I think instructors should give too much support because they serve as models" (K3)

"Instructors are the ones who will light the torch. If they light the sparkle, there are students to strengthen the fire behind them. In my opinion, instructors are very important in developing social responsibility cognition. Then, we can give support 150 schools not 50." (K5)

"As we shared this project on social media, a secondary school teacher in Marmaraereğlisi started a book campaign. They saw our project and later they started. It is very good to make other people help other schools by the help of social media. For this reason, social media should be used." (K6)

Findings obtained by compiling the data related to the club activities above and the findings of the focus group study show that the social responsibility project carried out by the students for a year has been effective in developing social responsibility cognition of the vocational school students and the people around them. The students have gained several personal and team skills such as working as a team, making new friends, struggling against difficulties and producing solutions.

DISCUSSION AND CONCLUSION

Education has been perceived as a fundamental and strong means that contributes the countries, communities and families to bring to a more sustainable future and combines economic, social and environmental concerns under a sustainable developmental strategy. The aim of the education is to create a global sense of responsibility. Human is the center of the education whatever the platform, environment and the society the people try to set up are. Education can be seen as executive, initiator, a core value, a means or a key factor in human development. For example, UNESCO believes that education is a key for social and economic environment. It is an important element in creating learning societies and reaching a sustainable future (UNESCO, 2007).

Educational institutions should start their studies early for the development of social responsibility cognition of the students. It is very important for the individuals to define individual social responsibilities, environmental social responsibilities and global social responsibilities in a wider frameworkand in this regard to see them as part of their lives even if they don't always take part in limited qualitative studies. In this context, it has an extra value for each student attending vocational schools in order to complete his/her professional education to participate in social responsibility projects as part of the society in terms of social development and the sustainability of social responsibility.

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