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Analysing studies conducted on responsibility education in Turkey: A meta-synthesis study[1]

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Abstract. The aim of this study was to analyse studies conducted on the topic of responsibility education in Turkey up to the present. The research method was structured in two stages. In the first stage, the trends in all studies conducted with regard to responsibility education were determined with descriptive content analysis, and in the second stage, the findings in the studies were synthesised by reinterpretation with meta-synthesis. Criteria for inclusion of studies in the research were that: (1) research related to responsibility education was carried out, (2) the method used was clearly stated, (3) they were articles published in refereed scientific journals or masters/doctoral theses, and (4) the research sample was within the borders of Turkey. Review was carried out with the keyword "sorumluluk" ("responsibility") on the DergiPark, Google Scholar and Higher Education Council Thesis databases. These studies were analysed using a "Research Information Form" prepared by the researchers. As a result of the analysis, the findings can be summarised as follows: the great majority of the conducted studies are scientific articles and recent studies. They vary in terms of methods used. A large majority are studies in which teachers' opinions are examined. The studies were grouped into four categories depending on their aims in relation to responsibility education, namely, "studies examining opinions", "studies in which activities and practices are used in lessons", "studies on curriculum development", and "studies examining course books".

Keywords: Responsibility, responsibility education, descriptive content analysis, meta-synthesis

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Responsibility educates.

Wendell Phillips

INTRODUCTION

To ensure personal and social welfare, it is very important that individuals have responsibility and are raised accordingly. When individuals fulfil the responsibilities they have assumed throughout their lives, they contribute both to themselves and to the society they live in. When the literature is examined, different definitions of the responsibility concept can be found. For example, Cevizci (1997) defines it as "a person's undertaking of the obligations required by his place in society or the career that he pursues, and his ability to bear the consequences of his actions on his shoulders and account for them" (p. 396). In his definition of responsibility, Yavuzer (2016) expresses it as carrying out the duties given according to a child's age, gender and level of development from early childhood onwards. Cüceloğlu (2001) defines responsibility as a person's readiness to account for events and things that he sees within his own bounds (p. 208). Dewey, however, defines responsibility as "responsiveness in which we meet the needs and claims of others, to the obligations implicit in the position we hold" (Gosselin, 2003). When all these definitions are considered, it can be seen that the common point is that of properly fulfilling a duty given. A broader definition is made by Draz (2004):

[1] This study was presented by the authors as an oral presentation at the 5th International Curriculum and Instruction Congress, held in Muğla from 26th-28th October 2017.

"Responsibility starts when you are called to do a task or perform a duty, and finishes when you accept the call, do the task, and account for it" (p. 74).

For raising individuals who have responsibility, nations organise their education policies and teaching-learning activities in accordance with this aim. In our country, the importance given to responsibility education is a fact emphasised in studies in the literature, especially the Fundamental Law of Turkish National Education and the curricula of Ministry of National Education (MEB). In the Fundamental Law of Turkish National Education (1973), the following is included among the basic aims of Turkish national education:

> "To raise citizens in accordance with Atatürk's principles and the history of the Turkish revolution, and with the nationalism of Atatürk stated in the Constitution; who adopt, protect and develop the national, ethical, humanistic, spiritual and cultural values of the Turkish nation; who love their family, homeland and nation and always strive to glorify these; and *who know and carry out their duties and responsibilities towards the Turkish Republic* as a democratic, secular and social constitutional state based on the founding principles of the Constitution";
>
> "To educate constructive, creative and productive people with personalities and characters that are developed in a balanced and healthy way in terms of body, mind, morals, spirit and emotions, who have the power to think freely and scientifically and have a broad worldview, who respect human rights and value personality and enterprise, and *who feel responsibility towards society*…"[1]

As can be seen, raising responsible individuals is expressed as one of the basic aims of national education in the Fundamental Law of Turkish National Education (1973). For national education to achieve its aims, in the revised teaching programmes prepared by MEB in 2017, the root values intended to be fostered in students were defined, and responsibility was also included among these root values (MEB, 2017). Moreover, in the Curricula for Life Science, Social Sciences, Human Rights, Citizenship and Democracy, responsibility is stated as one of the basic skills, and the importance given to it is included in the statements below (MEB, 2017, MEB, 2018a, MEB, 2018b):

> Fundamental Philosophy of the Curriculum
>
> (…) "orientation towards an education model that will make it possible for individuals to be raised who *have responsibility* towards their country, who can solve problems, who have well-developed decision-making skills, and who can think critically and innovatively".
> (…) "what is important is to bring up self-assured individuals who are in harmony with themselves and society, who *know their responsibilities and can do what is necessary for them*, and who have internalised national values on the one hand and universal values on the other".
>
> Aims of the Curriculum
>
> (…) "to bring up individuals who have adopted national and spiritual values, who use their rights and *carry out their responsibilities*, and who have acquired the basic skills and competences stated in the "Turkish Qualifications Framework" and also in discipline-specific fields" (…)
> (…) "the aim is to raise individuals so that they can use their rights and freedoms (…), who *take responsibility* for improvement and development of the conditions of communal life (…), and who *fulfil their responsibilities* towards themselves, other citizens, society and the state".
>
> Values Education in the Curriculum
>
> (…) "in accordance with the nature and outcomes of the lesson, these expressions of values are included: "justice, giving importance to family unity, independence, being scientific, diligence, solidarity, sensitivity (towards the natural environment and cultural heritage), righteousness, friendship, honesty, aesthetics, trust, mercy, hospitality, sharing, patience, respect, affection, *responsibility*, patriotism, fidelity, benevolence"".

[1] The italics in the quotations were made by the researchers.

(…) “The root values included in the curricula are: justice, friendship, honesty, self-control, patience, respect, affection, *responsibility*, patriotism, benevolence”.

The importance given to responsibility is also stressed in studies conducted in the literature. For example, Tozlu (1997) associates the development of societies with the development of sense of duty and responsibility of individuals in those societies (pp. 131-134). Similarly, Yontar and Yurtal (2009) point out that responsibility is an ability that helps a child to be successful throughout life and that failure to learn responsibility is related to failure at school, at work and in relationships. Davis and Murrell (1994) stated that student responsibility is an important concept for all development and learning in students (p. 5). Hughes (2001) emphasises that responsibility is an important issue for learners in the development of lifelong learning policies that will encourage them to take responsibility especially for allocating time for their own learning.

Conducting studies aimed at responsibility education, which is defined as “the process of raising individuals who are, first and foremost, conscious of their own responsibilities, in harmony with those around them, society and the state, and who are willing and strive to fulfil their responsibilities towards them” (Şahan, 2011), and which is emphasised in the Fundamental Law of Turkish National Education, the Curricula of MEB, and also the literature, will serve as a guide to educators with regard to achieving near and distant aims of the education system. Therefore, by reviewing the national literature related to responsibility education, accessing the studies carried out and the findings obtained on this topic is one of the first steps to be taken in this process. The aim of this study is to analyse the studies conducted on the topic of responsibility education in Turkey up to the present, in terms of their type, subject, method and findings. Such an analysis is considered important in terms of determining the general trend of studies made on responsibility education in Turkey, discovering which dimensions are mostly focused on, and revealing the results of these studies and obtaining common findings, as well as determining the dimensions in which further studies should be made.

METHODS

Research Model

In terms of method, this research consists of two stages. In the first stage, descriptive content analysis was used, and the aim was to determine general trends in all studies conducted on the topic of responsibility education. In the second stage, a meta-synthesis was carried out in order to achieve a synthesis by interpreting the findings of the studies accessed within the scope of the research.

Descriptive content analysis is a type of research aimed at evaluating general trends and results of studies made on a certain topic in a general dimension. Descriptive content analysis can be used in any topic in which the researcher wishes to systematise data and determine the amount of data (Çalık & Sözbilir, 2014; Fraenkel, Wallen & Hyun, 2012, p. 478). In this study, too, the technique of descriptive content analysis was used for determining the general trend of the studies conducted on responsibility education and reveal the depth of the research dimensions.

Meta-synthesis is the synthetisation and interpretation from a critical viewpoint of studies done on a certain topic by categorising them (Çalık & Sözbilir, 2014). In this study, too, meta-synthesis was used in order to achieve a synthesis based on the findings accessed in studies made on the topic of responsibility education.

Selection of Studies Included in the Research

Criteria Used for Selection of Studies

For this research, it was decided to include in the meta-synthesis study articles published in refereed scientific journals in Turkey and postgraduate theses written on the topic of responsibility. Criteria for inclusion of studies in the research were that:

1. Research related to responsibility education was carried out,
2. The method used was clearly stated,
3. They were articles published in refereed scientific journals or masters/doctoral theses, and
4. The research sample was within the borders of Turkey.

Process for Selection of Studies

With this aim, scanning of articles and theses was carried out via the DergiPark system, the Google Scholar search engine and the YÖK (Higher Education Council) Thesis database. The concept of "sorumluluk" (responsibility) was used as the key word, and as a result of the first scan, 1196 articles and 570 these were accessed. However, since responsibility is associated with a number of disciplines due to its content, those articles and theses that were not related to responsibility education were removed, so that a total of 28 articles and 17 theses open to full text access were included in the study.

Data Analysis

The articles and theses included in the study were analysed using a "Research Information Form" prepared by the researchers. On this information form, the title, subject, method, sampling information, data analysis techniques and findings were recorded. Following completion of the recording process, the descriptive data were digitised and interpreted, while the findings of the studies were synthesised.

FINDINGS

The findings obtained from the examined studies are presented under two headings. Firstly, the findings of the descriptive analysis of the examined studies, and then, based on the findings of these studies, the meta-synthesis findings obtained, are presented.

Findings Related to the Descriptive Characteristics of the Studies

The descriptive analysis related to the studies included in the scope of the research was carried out with data obtained from the "Research Information Form" that was prepared as the data collection tool. In this context, firstly, the types of studies included in the analysis are shown in Table 1.

Table 1. *Types of studies*

Study Type	**f**	**%**
Scientific Article	28*	62.22
Master's Thesis	13	28.89
Doctoral Thesis	4	8.89
Total	**45**	**100**

*Since three articles were generated from theses, and the theses could not be accessed, the articles were included in the scope of the study.

As can be seen in the table, 28.89% of the studies accessed are masters theses, 8.89% are doctoral theses, and 62.22% are scientific articles published in refereed journals.

Data related to publication years of the studies are presented in Table 2.

Table 2. *Publication years of studies*

Publication Year	f	%	Publication Year	f	%
2003	1	2.22	2011	6	13.32
2005	1	2.22	2012	4	8.89
2006	1	2.22	2013	4	8.89
2007	2	4.44	2014	8	17.76
2008	4	8.89	2015	4	8.89
2009	2	4.44	2016	3	6.67
2010	1	2.22	2017	4	8.89
Total				**45**	**100**

When the publication years of the studies are examined, it is noticeable that the number of studies increased in 2011 and afterwards. While 26.64% of the studies was published in 2010 and earlier, 73.36% of them was made in 2011 and afterwards.

The methods that were used in the studies included in the research were determined, and the results obtained are shown in Table 3.

Table 3. *Methods used in studies*

Method	f	%
Quantitative	19	42.22
Qualitative	19	42.22
Mixed	7	15.56
Total	**45**	**100**

Considering the methods used in the studies, 42.22% use a quantitative method, 42.22% use a qualitative method, and 15.56% use a mixed method.

The types of sample or study group of the studies were also examined, and the data obtained are shown in Table 4.

Table 4. *Types of sample/study group of studies*

Sample/Study Group Type	f	%
Individual	37	82.22
Course Book	7	15.55
Individual and Course Book	1	2.22
Total	**45**	**100**

When the types of sample/study group of the analysed studies are examined, it is seen that the great majority of the studies (82.22%) were conducted with individuals. Although these individuals were mostly teachers, some studies were also conducted with students, parents and academicians. Studies not carried out with individuals (17.78%) are based on course books. It is also seen that one study both examined a course book and gathered data from individuals.

The education levels of the samples or study groups focused on in the studies was also taken into consideration, and the data obtained are presented in Table 5.

Table 5. *Education levels of samples/study groups of studies*

Education Level of Sample/Study Group	f	%
Secondary School	19	42.22
Primary School	11	24.44
Preschool	6	13.33
Primary School and Secondary School	4	8.89
High School	3	6.67
Preschool, Primary School and Secondary School	1	2.22
Undergraduate	1	2.22
Total	**45**	**100**

Considering the education levels of the samples/study groups examined in the studies included in the research, it is seen that the great majority are studies made at secondary school (42.22%) and primary school (24.44%) level. 13.33% of the studies were conducted with samples/study groups at preschool level, 8.89% were made at both primary school and secondary school levels, and 6.67% were conducted at high school level. Only one study was carried out at undergraduate level, while one study kept the sample level wide, and studied the preschool, primary school and secondary school levels together.

Finally, the findings related to the data analysis techniques used in the studies are presented in Table 6.

Table 6. *Data analysis techniques of studies*

Data Analysis Techniques	**f**	**%**
Quantitative	19	42.22
Qualitative	19	42.22
Mixed	7	15.56
Total	**45**	**100**

As can be seen in Table 6, the data analysis techniques used in the studies are, as expected, consistent with the methods used. Just as 42.22% of the studies use quantitative analysis techniques such as descriptive and predictive statistics, 42.22% of them use qualitative analysis techniques such as content analysis. Since 15.56% of the studies are mixed methods research studies, they use both quantitative and qualitative analysis techniques.

Findings Related to Meta-Synthesis of Studies

At this stage, the studies were categorised based on their aims, and then the findings of studies included in each category were synthesised. The categories in which the studies were placed within the scope of the research are shown in Table 7.

Table 7. *Categories obtained based on aims of studies conducted with regard to responsibility education*

Categories	**f**	**%**
Studies in which opinions are examined	18	40
Studies in which activities and practices are used in lessons	11	24.44
Curriculum development studies	8	17.78
Studies in which course books are examined	8	17.78
Total	**45**	**100**

By examining the aims of the studies included in the research, the subjects that the studies focus on were categorised. Accordingly, as can be seen in Table 7, 40% of the studies were determined to focus on individuals' opinions about responsibility education. It was seen that 24.44% of the studies examine the effects of activities and practices carried out for responsibility education in the classroom. In 17.78% of the studies, the aim was to develop curricula for responsibility education, while in another 17.78% of the studies, course books related to responsibility education are examined. These four categories that were created, and the subcategories belonging to them, are summarised in Figure 1.

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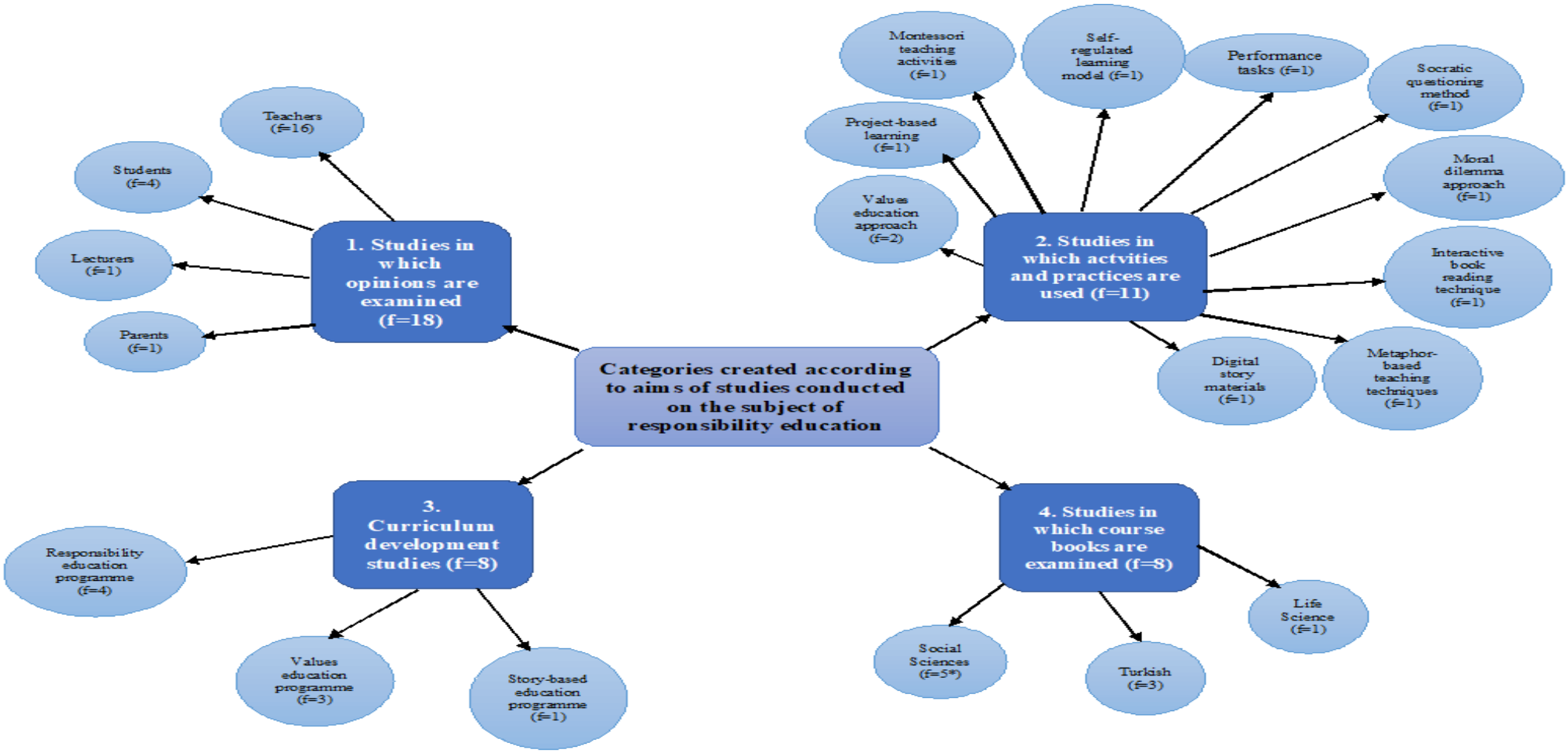

FIGURE 1. *Categories created according to aims of studies conducted on responsibility education, and their subcategories*
*The Social Sciences course book was also used in the study examining the Life Science course book.

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Detailed analysis and meta-synthesis results related to the findings of the studies examined under these categories created by the researchers are given below.[1]

Category 1: Findings obtained from studies in which opinions about responsibility education are examined

The most frequent type of study on responsibility education are studies in which opinions about responsibility education are examined. When these studies based on individual opinions are examined, it is seen that teachers were mostly chosen as the sample group (f=16). While four studies examine students' views, one study examines parents' views and another study examines instructors' views. In some studies, more than one source, such as teachers and students, teachers and parents, are used. The distribution of individuals whose opinions were obtained in these studies, and the findings obtained from these studies, are summarised in Fig. 2. The findings of each subcategory are listed in order from the views emphasised in the most studies within each subcategory to the views emphasised in the fewest studies within each one.

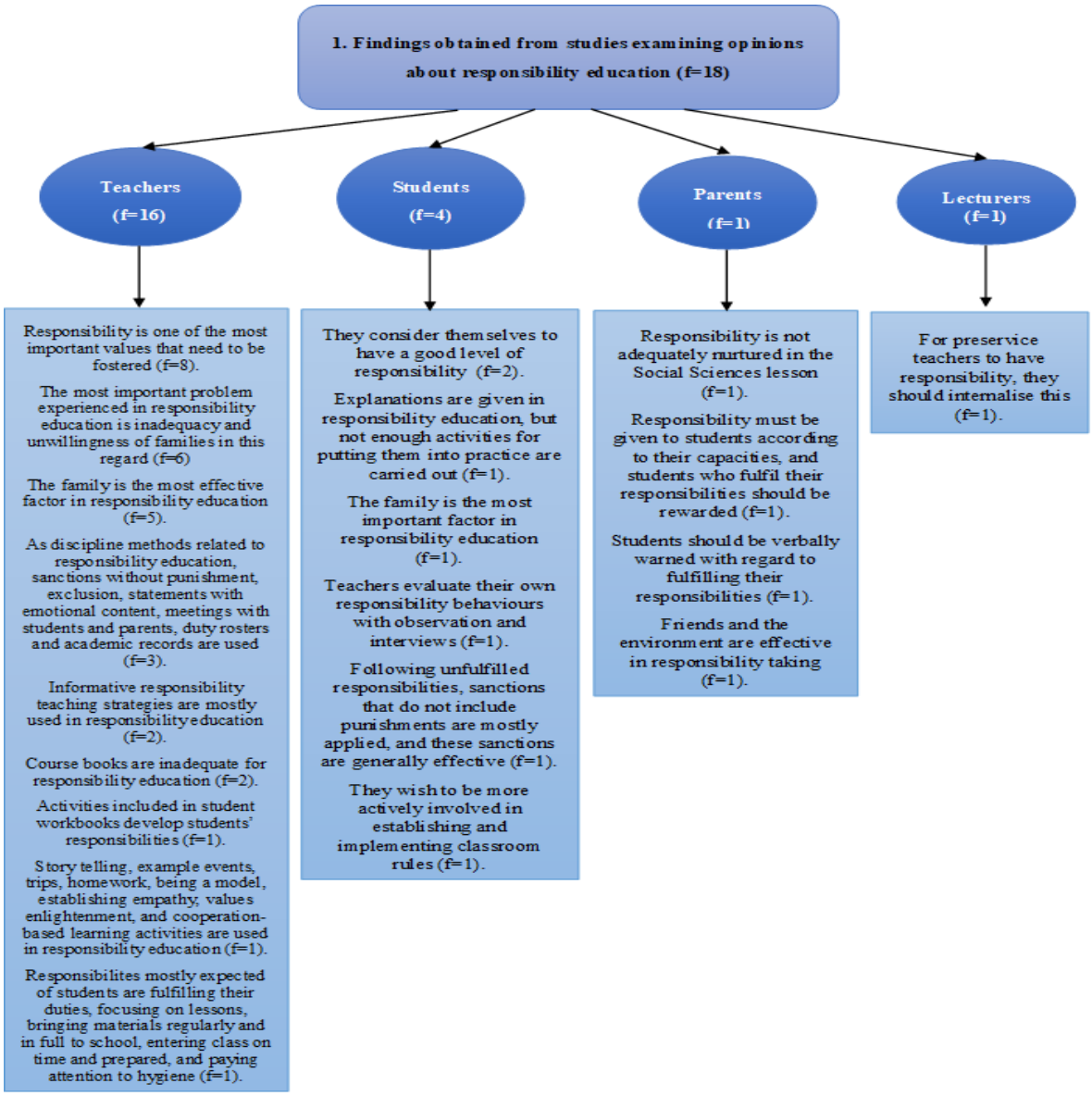

FIGURE 2. *Findings obtained from studies examining opinions about responsibility education*

[1]Some of the studies included in the research discuss responsibility education but are more comprehensive studies. When the meta-synthesis was conducted, only the findings related to responsibility and responsibility education in these studies were used.

Category 2: Findings obtained from studies in which activities and practices aimed at responsibility education were carried out in lessons

11 of the studies included in the research are based on activities and practices conducted for responsibility education in the classroom. In these studies, the aim is to determine how effective different activities and practices conducted within the scope of the existing curriculum are for developing students' responsibilities. When these studies are examined, it is seen that 10 different methods are used. The activities and practices used in these studies and the findings obtained from these studies are summarised in Fig. 3.

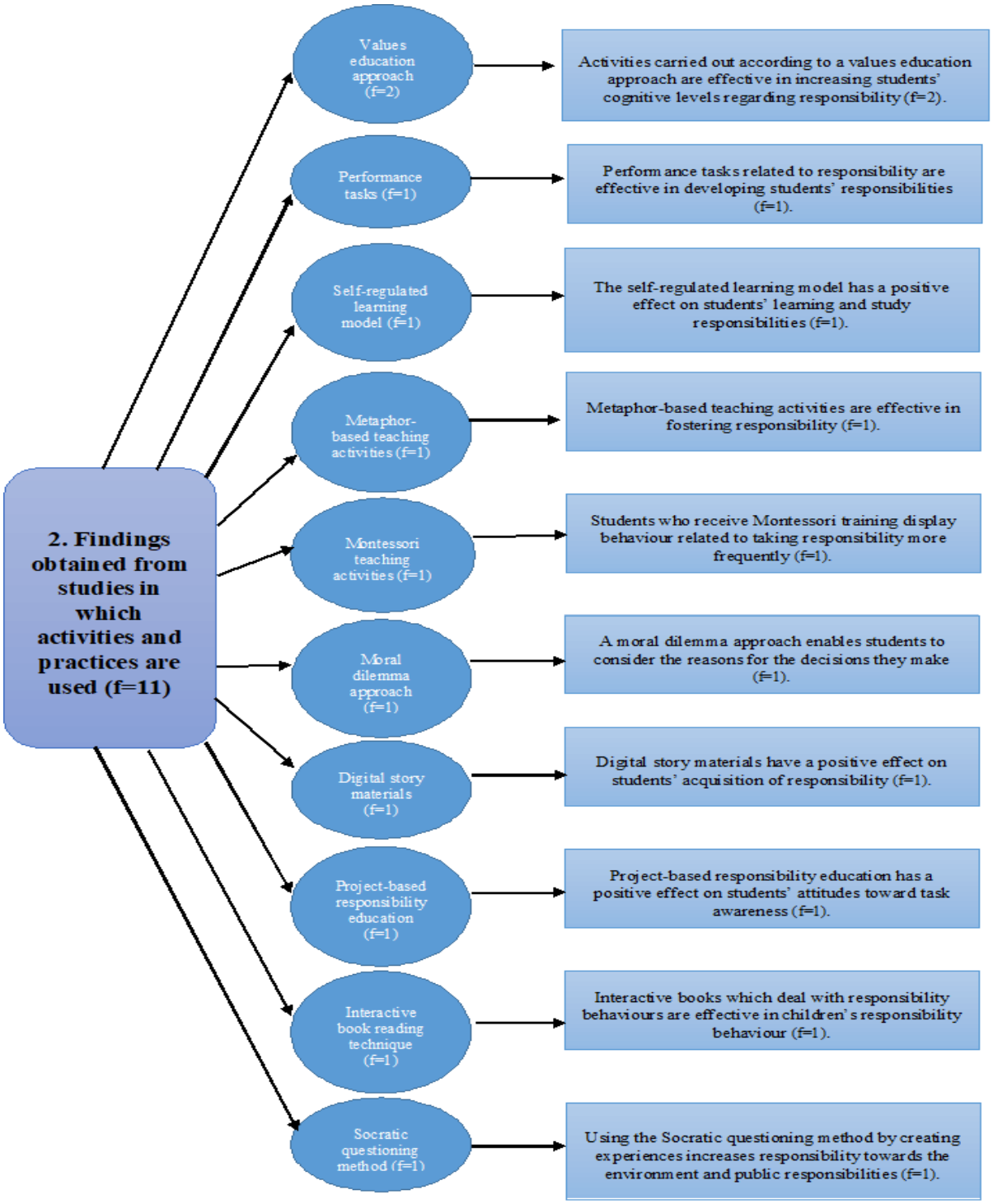

FIGURE 3. *Findings obtained from studies in which activities and practices aimed at responsibility education are used in lessons*

Category 3: Findings obtained from curriculum development studies related to responsibility education

Eight of the studies included in the research are studies in which the curriculum for responsibility education was developed and implemented. When these studies are examined, it is seen that four studies are aimed directly at responsibility education, three studies deal with developing the curriculum for values education which also includes responsibility education, and one study deals with developing a story-based curriculum aimed at responsibility and cooperation education. The types of curricula developed in these studies and the findings obtained from these studies are summarised in Fig. 4.

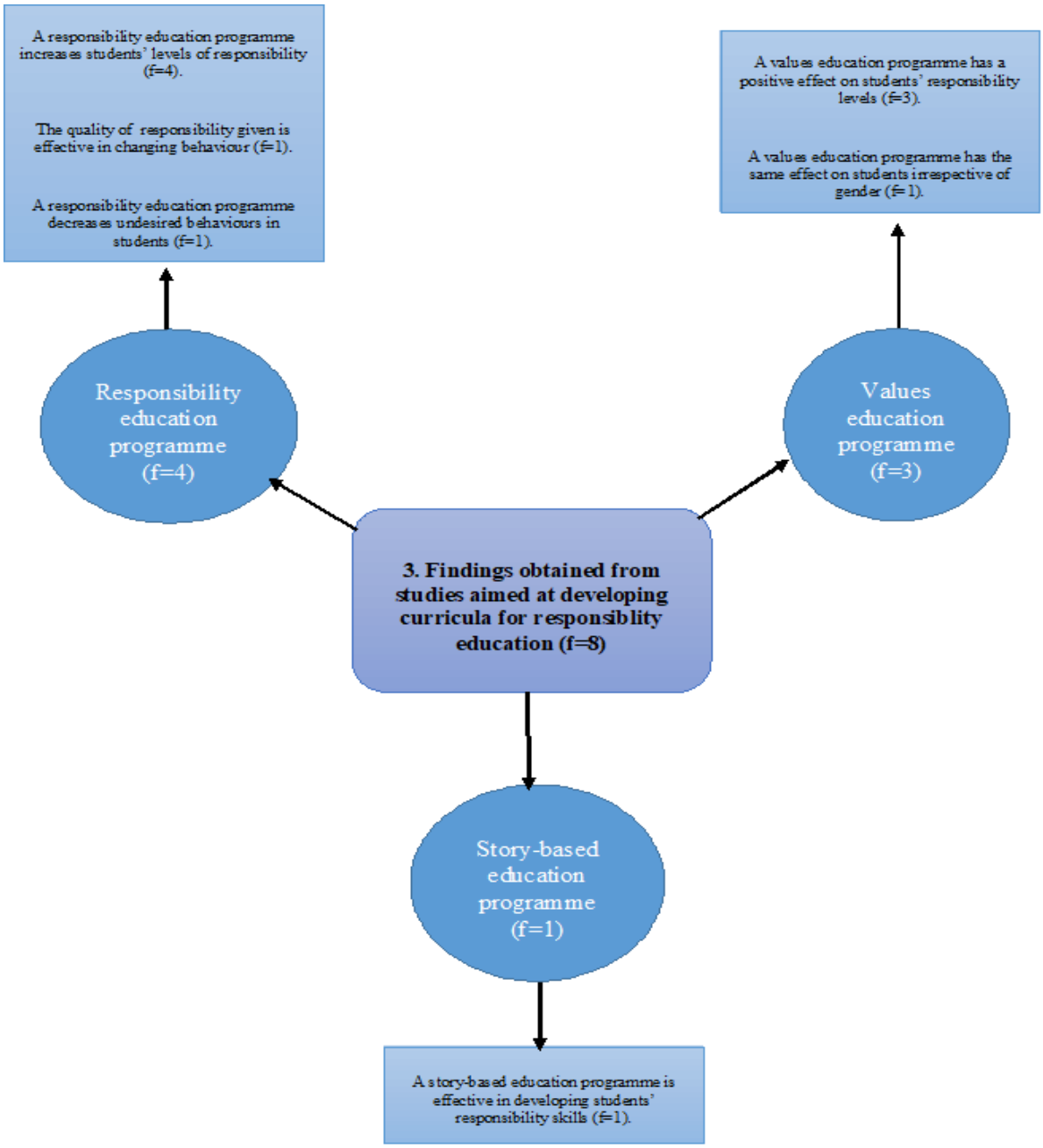

FIGURE 4. *Findings obtained from studies dealing with curriculum development related to responsibility education*

Category 4: Findings obtained from studies examining course books related to responsibility education

In the final category, studies examining course books related to responsibility education were included. When these studies are examined, it is seen that four studies examine Social Sciences course books, while three studies examine Turkish course books. In one study, both Social Sciences and Life Science course books are examined. The types of course books examined in these studies and the findings obtained from these studies are summarised in Fig. 5.

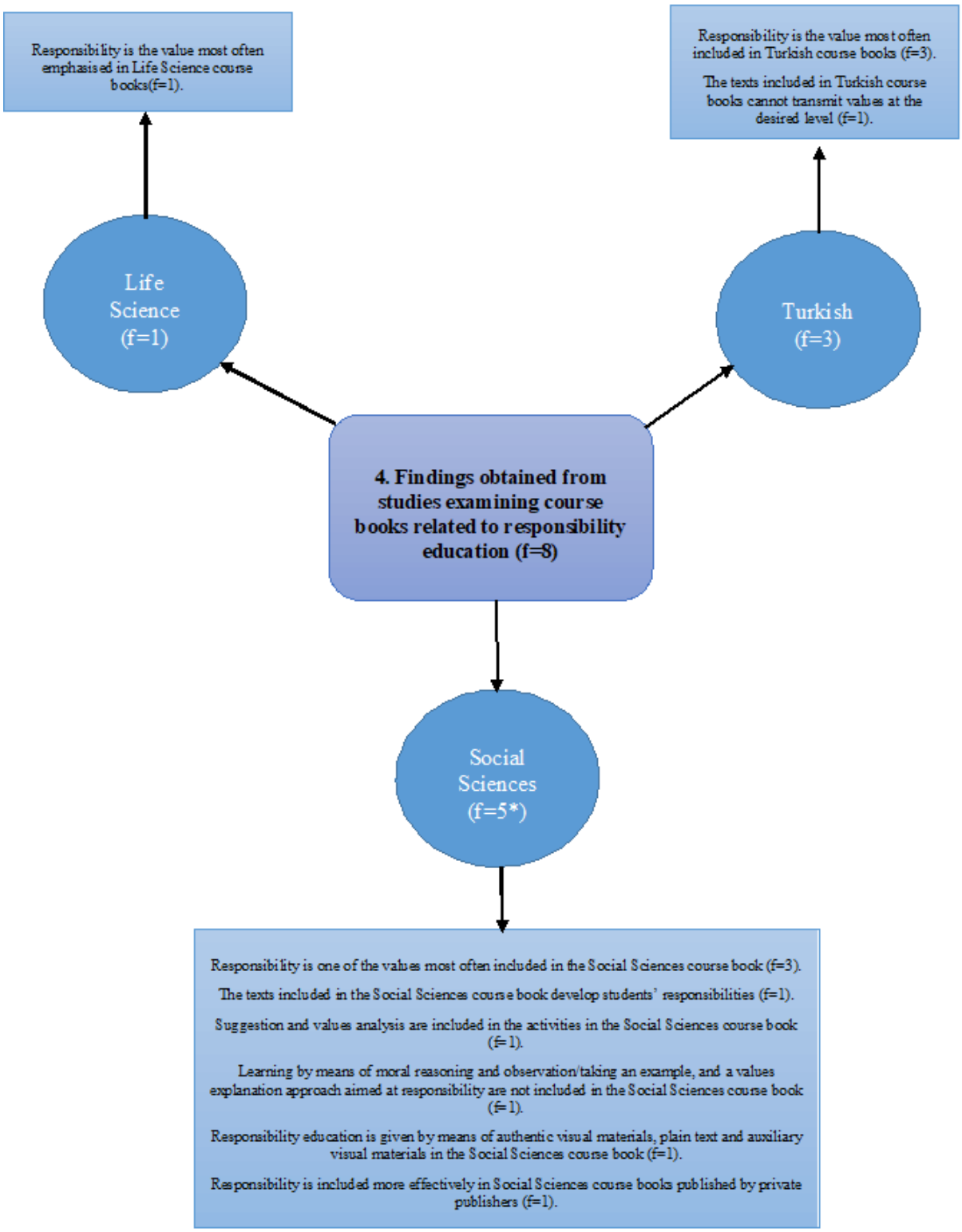

FIGURE 5. *Findings obtained from studies examining course books related to responsibility education*

DISCUSSION

In this section, discussion and interpretation of the findings of the studies examined within the scope of the research is presented under two subheadings. Under the first heading, discussion and interpretation of the descriptive characteristics of the studies is given, while under the second heading, discussion and interpretation of the meta-synthesis of the findings is presented.

Discussion and Interpretation of Descriptive Characteristics of the Studies

When the general trends of the studies included in the research are examined, it is seen that most of the studies made are scientific articles. It is striking that although the number of master's theses is high, the number of theses related to responsibility education at doctoral level is relatively low. This finding is in parallel with other trend studies conducted in the field literature (Aydın, Selvitopu & Kaya, 2018; Doğru, Gençosman, Ataalkın & Şeker, 2012; Güven & Kılıç, 2017). In these studies, too, a lower number of doctoral theses compared to master's theses is noticeable. This situation may be due to the higher number of masters students compared to doctoral students (Higher Education Council [YÖK], 2018) and the fact that the process for doctoral theses lasts longer than for master!s theses. However, as stated by Özenç and Gül-Özenç (2013), the low number of studies conducted at doctoral level may be regarded as an indicator of the need for more research in this area.

It can also be seen that the great majority of studies on responsibility education examined within the scope of the research are recent studies. An increase in studies carried out on responsibility education is observed from 2011 onwards. It can be said that this situation arises from the increase in studies related to responsibility education shown in recent years (Kılıç, Şahin, Albayrakoğlu & Arseven, 2016; Önder & Bulut, 2013; Şimşek, 2015), the fact that responsibility has been reflected in recent years in the curricula of the National Education Ministry (Kılıç et al., 2016) and later determined as a root value (MEB, 2017), as well as the fact that it has been stressed as an important value in the literature (Yontar & Yurtal, 2009; Yavuzer, 2016).

The variety of methods used in the studies conducted on responsibility education is also striking. It is seen that studies related to responsibility education have been conducted with both qualitative and quantitative methods in equal numbers. This finding is in contrast with other content analysis and meta-synthesis studies in the related literature, since these studies found that the great majority of studies in the field of education used quantitative methods (Balcı & Apaydın, 2009; Çiltaş, 2012; Çiltaş, Güler & Sözbilir, 2012; Göktaş et al., 2012; Gülbahar & Alper, 2009; Kurt & Erdoğan, 2015; Ozan & Köse, 2014; Selçuk, Palancı, Kandemir & Dündar, 2014; Sert, Kurtoğlu, Akıncı & Seferoğlu, 2012; Sözbilir & Kutu, 2008; Ulutaş & Ubuz, 2008; Varışoğlu, Şahin & Göktaş, 2013). In their study, examining articles published in the field of educational sciences, Arık and Türkmen (2009) also observed that not many qualitative studies were included. The reason for this was explained as the fact that qualitative studies involve a more in-depth process and take more time. Saban et al. (2010) and Işıkoğlu (2005) also emphasise that qualitative study methods are less frequently chosen by Turkish academics in the field of educational science and that compared to other countries, the number of qualitative studies made is more limited. In this study, however, it is seen that the qualitative and quantitative studies are evenly distributed. Qualitative study methods have been used more frequently in recent years in Turkey, especially in studies in educational sciences. The fact that the great majority of the qualitative studies included in this research were conducted from the year 2011 onwards may be the reason for the equal number of qualitative and quantitative studies. In a study in which content analysis of theses made in the field of mathematics education was made, Çiltaş (2012) reached a similar conclusion. Although he found that quantitative methods were more often used among the studies he examined, he also observed that the use of quantitative methods had decreased in studies made in recent years, while the use of qualitative and mixed methods had increased. Fazlıoğulları and Kurt (2012), in their study examining doctoral theses in educational sciences, and Ulutaş and Ubuz (2008), in their study examining research trends in mathematics education, found that the great majority of

studies consisted of quantitative methods, but that as the years progressed, an increase, albeit gradual, in the use of qualitative methods together with mixed methods was observed. Moreover, the subject and focus on which the research was based had a significant effect on choice of method. For example, Aydın and Boz (2012), in their research in which they compiled studies on pedagogical content knowledge in science education, determined that the large majority of studies made in this field were qualitative studies, and stressed that the studies conducted abroad on this subject were also predominantly qualitative. Similarly, Alper and Gülbahar (2009), in their research examining studies related to education technology, determined that qualitative and quantitative studies were used at similar levels. The fact that most of the studies conducted with regard to responsibility education in this study were studies aiming to determine opinions on the subject may be the reason why the number of qualitative studies was high. It was also determined in this study that mixed method studies were made from the year 2013 onwards. This finding is similar to the findings obtained in the study by Gökçek, Babacan, Kangal, Çakır and Kül (2013), in which they analysed education studies conducted with a mixed method. The researchers found that the number of mixed method studies had increased in 2018 and afterwards, and they associated this with the fact that the mixed method had begun to come into prominence in education studies and that the number of researchers adopting the mixed methods paradigm had increased. It is considered that the equal distribution of the studies in terms of method is a positive sign in terms of responsibility education studies. Sözbilir and Kutu (2008) also emphasised that ensuring procedural variety would improve the quality of research.

The great majority of the studies examined related to responsibility education were carried out with individuals, while in terms of sample level, the studies were mostly conducted at primary and secondary school level. This finding is also in contrast with other studies in the related literature. Many studies in the literature have determined that studies made in the field of education have mostly been conducted with teachers and preservice teachers or with other undergraduate students (Arık & Türkmen, 2009; Çiltaş et al., 2012; Fazlıoğulları & Kurt, 2012; Gökçek et al., 2013; Ozan & Köse, 2014; Selçuk et al., 2014; Varışoğlu et al., 2013). This situation was explained by the fact that academicians in educational science can reach teachers and preservice teachers more easily. It is thought that the reason why sample levels of studies examined in this research are at primary school level is because responsibility is a value/skill that needs to be nurtured from an early age (Babadoğan, 2003; Karakuş, Kartal & Çağlayan, 2016; Yavuzer, 2016; Yeşil, 2013; Yeşilyaprak, 2012, p. 43).

When the data analysis techniques used in the studies included in the research are examined, it is seen that they conform to the methods used. This finding is one that supports the literature. Trend studies in the literature have also found the analysis techniques used in the studies that they examine are techniques required by the methods (Arık & Türkmen, 2009; Güven & Kılıç, 2017; Ozan & Köse, 2014; Varışoğlu et al., 2013).

Discussion and Interpretation of Meta-Analysis of the Studies

The studies included in the research were examined and categorised according to their aims. Accordingly, the studies were grouped in four categories, namely "*studies in which opinions about responsibility education are examined*", "*studies in which activities and practices aimed at responsibility education are used*", "*studies on curriculum development for responsibility education*", and "*studies in which course books related to responsibility education are examined*". The findings of the studies were synthesised according to these categories, and discussion and interpretation is presented in accordance with these subcategories.

Studies in which Opinions about Responsibility Education are Examined: Discussion and Interpretation

When the studies examining opinions related to responsibility education are considered, it is seen that according to the views of teachers, responsibility is one of the most important values that should be fostered. In the Phi Delta Kappa 2000-2001 list of Fundamental Values, responsibility is also regarded as one of the core values (Brynildssen, 2002). Similarly, Lickona

(1991) also emphasised responsibility together with respect as two fundamental ethical values (p. 43). Again, Heenan (2009) stated that responsibility was one of the eight cornerstones of fundamental values. The role that responsibility plays in maintaining a healthy, happy and successful lifestyle in individuals is stressed in the literature (Tozlu, 1997, p. 131-134; Yontar & Yurtal, 2009; Zimmerman & Kitsantas, 2005). Responsible people are happy, compliant, diligent, successful individuals who show respect to themselves and to others, behave appropriately in every environment, fulfil the duties imposed on them completely and on time, are accountable, hold themselves responsible for the errors they make, and make their own decisions and consider the consequences of those decisions (Bilgiç, cited in Hayta-Önal, 2005). People who avoid responsibility or do not fulfil their responsibilities, however, are unhappy, noncompliant, selfish individuals who narrow their own field of existence, are physically tired, continually complain, perceive that their responsibilities belong to other people or situations, blame others for their errors, efface themselves due to too much dependence on others, are introverted, and reduce their relationships with life to a minimum (Geçtan, 1994, pp. 100-104). Similarly, great importance is given to acquiring responsibility in character education studies. According to Demirel, Özmat and Elgün (2016), fostering responsibility in individuals is one of the dimensions of character education. In the opinion of Bakioğlu and Sılay (2014), responsibility is one of the important values that need to be included in character education. Kamaruddin (2012) also states that responsibility is one of the dimensions defined as the six pillars of character education.

In the views of teachers, the biggest problem experienced in responsibility education is families' incompetence and unwillingness in this regard. In the study by Yazar and Yanpar-Yelken (2013), it was found that the great majority of teachers participating in their study considered that the values taught at school were not adequately consolidated in the family or social environment. In his study, Yıldırım (2009) also determined that teachers experienced problems in the values education process stemming from the family and environment.

It is striking that in the studies conducted; both teachers and students are in agreement that the family is the most important factor for responsibility education. For instance, according to the findings obtained in the studies made by Akbaş (2004) with teachers and Kurtdede-Fidan (2009) with preservice teachers, the teachers and preservice teachers stated that the family was a determining factor in values education. Again, in character education studies, in which the importance of responsibility education is emphasised, the importance of the family is also frequently stressed in the literature (Brannon, 2008; Demirel et al., 2016; Ekşi & Katılmış, 2011, pp. 40-41).

Teachers reported that with regard to fostering responsibility, the disciplinary methods most often used were sanctions without punishment such as exclusion, using statements with emotional content, having meetings and using duty rosters. In Lewis's (2001) study, it was determined that teachers used methods such as approval and rewarding, discussion, inclusion and indirect suggestions as disciplinary methods in responsibility education. Moreover, it was found that disciplinary methods that included punishment had a negative relationship with students' responsibility levels, while they had a positive relationship with their levels of incorrect behaviour. In the examined studies, students were of the same opinion on this subject and considered that these sanctions were effective. According to the study in which parents' views were obtained, however, parents mostly gave verbal warnings during the process of fostering responsibility. Parents and students who took part in Sadık's (2006) study stated that in the case of undesired behaviours in students such as avoiding responsibility, parents mostly employed verbal warnings.

According to the findings obtained from the conducted studies, teachers stated that they mostly used informative responsibility strategies in responsibility education. According to Yeşil (2013), teachers abandoned the information transfer role in favour of adopting a counselling-guidance role in responsibility education. Parents, however, stated that responsibility should be given to students according to their capacities and that students who fulfilled their responsibilities should be rewarded. According to Karakuş et al. (2016), by giving children responsibilities suitable for their ages and abilities, they must be allowed to experience the

consequences of their actions and to accept these consequences. However, the findings of this study reveal that students believe that teachers give explanations in responsibility education but that they do not implement enough activities to put these into practice. Again, according to the students' statements, teachers evaluate their own responsibility behaviour with observations and interviews. In the study made by Yazar and Yanpar-Yelken (2013), it was also determined that most teachers used measurement and evaluation techniques such as making observations, question-answer and students' oral narratives in values education.

According to the findings obtained from the studies examining teachers' opinions, teachers participating in two studies believed that course books were inadequate for responsibility education, while teachers who took part in one study stated that the activities included in workbooks developed students' responsibilities. One reason for this may be that there are more activities in student workbooks than in course books, since it was found in the literature that activity-based practices are effective for teaching values to students, including responsibility (Aktepe, 2010). According to the findings of the study in which parents took part, parents considered that responsibility was not adequately nurtured in the Social Sciences lesson. The fact that responsibility education cannot be provided at school alone, and that the family, environment and mass communication tools are also effective in responsibility education, is a situation emphasised in the related literature (Brannon, 2008; Demirel et al., 2016; Ekşi & Katılmış, 2011, pp. 40-41).

The findings obtained from the studies carried out reveal that teachers stated mostly using techniques like story narrations, example events and being a role model in responsibility education. In the study made by Akbaş (2004), it was found that in values education, teachers mostly used the techniques of "being an example to students", "sharing fine words that encourage values with students", and "telling instructive stories". In the literature, just as the use of techniques like these in responsibility education is suggested, doing activities that will enable students to take direct responsibility, such as research, project homework and group work are frequently recommended, since students' assuming of learning responsibilities is essential for their acquisition of responsibility, for as long as students are held responsible academically, they will participate more productively and actively in the education process (Babadoğan, 2003). Students, however, expressed the view that in order to develop their responsibility, they wished to be more active in the process of establishing and implementing classroom rules in particular. Classroom rules are one of the requirements of good classroom management. However, for classroom rules to be more effective, and to create a more democratic atmosphere in the classroom, students must also participate in the process of establishing classroom rules (Akgün, Yarar & Dinçer, 2011). In one study in which students' opinions were obtained, it was also found that students considered themselves to have a good level of responsibility. In Lewis's (2001) study, it was determined that students regarded themselves as responsible. However, in the study conducted by Demirel et al. (2016), it was found that teachers considered that students were not responsible.

Teachers reported that they mostly expected responsibilities from students such as carrying out their duty, focusing on lessons, entering the class prepared and on time, and paying attention to hygiene. In Güven, Öztürk and Duman's (2016) needs analysis study related to responsibility education, it was determined that teachers and parents wanted students to carry out their duties, pay attention to their cleanliness and health, use their time effectively, take responsibility in the dimensions of interpersonal relationships and communication, and possess values related to responsibility.

In the study conducted with lecturers, however, the lecturers stated that for preservice teachers to have responsibility, they needed to internalise this. According to Giacalone and Thompson (2006), too, it was stated that for responsibility education to be effective, students need to adopt ethical rules and internalise their responsibilities.

When the findings obtained from the studies examining opinions related to responsibility education were synthesised, in the opinions of teachers and students, it was stressed that the family was the most important factor regarding instilling responsibility, but according to

teachers, it was also emphasised that responsibility was one of the most important values that should also be fostered in the process of formal education. While teachers are providing responsibility education and implementing discipline in this process, they use different methods and techniques. The views of teachers and parents regarding the adequacy of course books for responsibility education also differ.

Studies in which Activities and Practices Aimed at Responsibility Education are Used: Discussion and Interpretation

Considering the studies in which activities and practices are used for responsibility education, it is seen that almost all of them use a different technique. These techniques used are values education approach, performance task, self-regulatory learning model, metaphor-based teaching activities, Montessori teaching activities, moral dilemma approach, digital story materials, project-based responsibility education, interactive book reading technique, and Socratic questioning method by creating experiences. In all the studies examined in this category, it was found that all these techniques developed students' responsibilities. In the studies conducted in the literature, it is also stated that teaching practices that especially enable students to assume responsibility, also including cooperation, can contribute significantly to students' assuming of responsibility (Carnell, 2005; Gynnild, Holstad & Myrhaug, 2008; White, 1998).

When the findings obtained from these studies were synthesised, it can be said that methods and techniques applied by adopting the aim of developing responsibility, far removed from conventionalism and giving responsibility to students, are effective in developing students' responsibilities.

Studies on Curriculum Development for Responsibility Education: Discussion and Interpretation

Considering the curriculum development studies related to responsibility education, it is seen that in the studies, the responsibility education programme, values education programme and story-based education programme were developed. In these programmes, the aim was to develop responsibility in students directly or indirectly. All the curriculum development studies examined found that the developed programmes increased students' levels of responsibility. Perry and Wilkenfeld (2006) also developed an agenda-setting programme that aimed for students to become responsible citizens, and they determined that as a result of the application of this programme, the students' participatory citizenship characteristics developed, including their responsibility levels. Moreover, in the studies in which Germaine (2001) developed the values education programme, Hunt (1981) developed the human values programme, and Kropp (2006) developed the moral development programme, it was determined that students improved their levels of responsibility.

In a study in which the responsibility education curriculum was developed, it was determined that this programme reduced students' undesired behaviours. In studies related to management and elimination of undesired behaviours, it was also revealed that even if a responsibility education programme was not directly implemented, when students were given responsibility, their undesired behaviours decreased (Başar, 2011; Beşdok, 2007; Çankaya & Çanakçı, 2011; Sadık, 2006).

When the findings obtained from these studies were synthesised, it can be said that curricula developed with the aim of directly or indirectly fostering responsibility increased levels of responsibility in students.

Studies in which Coursebooks Related to Responsibility Education are Examined: Discussion and Interpretation

Considering the studies in which course books related to responsibility education are examined, it was revealed that in all the Social Sciences, Turkish and Life Science books taken up for examination, responsibility was one of the most frequently stressed values. In the study carried

out by Yaşaroğlu (2013), it was determined that in the 2009 Life Science curriculum, too, the most frequently repeated value among the outcomes was responsibility.

In the studies carried out, whilst it is stated that the Social Sciences course book and the texts included in the book are adequate for developing responsibility, the Turkish course book is lacking in this respect, and that transmission of values in the texts included in the book is not carried out at the desired level. However, in a study examining whether the texts in the 8th grade Turkish course book enable the transmission of values, Demir (2012) observed that there was a rich collocation pattern for values, including responsibility, in the book. This conflict in the findings can be explained by the fact that in the study, the class levels, publishers, and texts included in the books examined were different.

In a study in which a Social Sciences course book was examined, it was revealed that for the teaching of values such as responsibility, suggestion and values analysis were included, but that moral reasoning, learning by observation/taking an example, and a values explanation approach were not included. There are four basic approaches used in teaching values: suggestion, values explanation, moral reasoning and values analysis (Akbaş, 2004). In the study analysed, it was determined that in the Social Sciences course book, only two of these basic approaches were included. Yiğittir and Kaymakçı (2012) also revealed that in the activities included in the implementation guideline for the Social Sciences teaching programme, values explanation and values suggestion approaches were used with respect to responsibility education.

When the studies conducted on this topic were synthesised, it was seen that responsibility, which is highlighted in the Fundamental Law of Turkish National Education, the fundamental aims of national education, and the education programmes, is included at the same level of importance in the course books. However, it can also be said that conflicting evaluations have been made with regard to the adequacy of the course books for teaching responsibility.

CONCLUSION AND RECOMMENDATIONS

The findings obtained in this study can be summarised as follows:

- A large majority of the studies are scientific articles. It can be said that doctoral theses are less oriented towards this topic.
- It may be said that the studies related to responsibility education are relatively recent. It is seen that a large number of studies have been conducted in the literature in recent years.
- The conducted studies are varied in terms of methods used.
- The great majority of the studies have been conducted with individuals, and it is striking that most of these studies examine the opinions of teachers.
- Regarding the aims of the studies, they were grouped under four categories, namely “studies in which opinions about responsibility education are examined”, “studies in which activities and practices aimed at responsibility education are used”, “studies on curriculum development for responsibility education”, and “studies in which course books related to responsibility education are examined”.
- The results obtained by synthesis of the findings of the studies examining opinions related to responsibility education are as follows:
    - According to the views of teachers and students, the most important factor in responsibility education is the family.
    - According to the opinions of teachers, responsibility is one of the most important values that should be fostered in education.
    - Teachers use different methods and techniques for responsibility education and discipline management.
- The results obtained by synthesis of the findings of the studies in which activities and practices aimed at responsibility education are used in lessons are as follows:

    - Methods and techniques applied by adopting the aim of developing responsibility, and far removed from conventionalism, are effective in developing students' responsibilities.
- The results obtained by synthesis of the findings of the studies for curriculum development related to responsibility education are as follows:
    - Programmes developed with the aim of directly or indirectly fostering responsibility increase students' levels of responsibility.
- The results obtained by synthesis of the findings of the studies examining course books related to responsibility education are as follows:
    - Responsibility is a value that is emphasised in all the course books examined.
    - There are conflicting evaluations as to the adequacy of the course books for responsibility education

Considering these findings, the following recommendations can be made:

- Considering how important responsibility education is for children, the number of studies conducted on this topic can be increased. Provision can also be made for giving priority to this issue in doctoral theses.
- More priority can be given to the opinions of students and parents rather than the views of teachers in studies that focus on opinions.
- A standard can be established for studies related to curriculum development.
- Different teaching methods and techniques whose effectiveness has been proven can be used in studies related to curriculum development. Similar studies can be made with different methods and techniques that are not used in these studies.
- Since responsibility is an interdisciplinary concept, it can be fostered with different activities in other subjects than only Life Science, Social Sciences and Turkish classes. Moreover, studies examining other course books and teaching programmes can also be carried out.

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